PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

MAY 7 1937

THE JOURNAL OF

HEALTH AND PHYSICAL EDUCATION

FORMERLY THE AMERICAN PHYSICAL EDUCATION REVIEW FOUNDED IN 1896

MAY
1937

VOL. VIII, No. 5

The Reading Problem from the Viewpoint of the School Physician . . . . . James Houloose, M.D.

Recreation in a Regional Plan . . . . . Marshall N. Dana

Course Charting in Teacher Training . . . George Gloss

Rewards in Sports Programs . . . . . D. Oberteuffer

Musical Percussion . . . . . Beatrice Hellebrandt

It Can Happen Here . . . . . A. Lester Crapser

Let It Be a Treasure Hunt
. . . . . Earnestine Clark and Lalia Lewis

Corecreation in Wichita
. . . . . Emory L. Cox

Swimming Pools in Central Europe
. . . . . Herbert G. Allphin

Intramurals for the Small High School
. . . . . Cliff J. Clapp

What Track Needs is Showmanship
. . . . . Lloyd Olds

Swimming—A Radio Interview
. . . . . Hope Tisdale

Infield Play . . . Pat Crawford

Around the Country with J. E. Rogers

Book Reviews, News Notes, Practical Hints, and District News

AMERICAN PHYSICAL EDUCATION ASSOCIATION

For Playgrounds and Tennis Courts

GULF SANI-SOIL-SET

solves Dust Problems

Here is a public school playground which was treated with GULF SANI-SOIL-SET 6 months before the photograph was taken. It has been used daily by school as well as neighborhood children.

WRITE FOR THIS BOOKLET...

This booklet tells the story of Gulf SANI-SOIL-SET and its use. It will be mailed without cost on your request. The coupon is for your convenience.

New Germicidal Compound . . . *is easily applied . . inexpensive . . long lasting*

RECREATION officials now have a practical solution to the playground dust problem!

A new product—Gulf SANI-SOIL-SET—has been developed by Gulf for dust allaying purposes on earth surface playgrounds. This material can be applied at low cost. When properly applied, it will not harm or stain clothes or shoes and under usual conditions of weather and soil, one application per season will suffice.

Let a Gulf representative tell you more about GULF SANI-SOIL-SET.

GULF OIL CORPORATION—GULF REFINING COMPANY

GENERAL OFFICES: GULF BUILDING, PITTSBURGH, PA.

GULF

GULF OIL CORPORATION . GULF REFINING COMPANY, H.&P.E. 5
General Offices: Gulf Building, Pittsburgh, Pa.

Please send me without obligation a copy of the booklet "Gulf Sani-Soil-Set for Treating Playgrounds."

Name.....

Company.....

Address.....

The Journal of

HEALTH and PHYSICAL EDUCATION

E. D. MITCHELL, Editor

VOL. VIII MAY, 1937 No. 5

AMERICAN PHYSICAL EDUCATION ASSOCIATION

OFFICERS

President, C. H. McCloy, State University of Iowa.
President-Elect, N. P. Neilson, Stanford University.
Vice-President, Margaret Bell, University of Michigan.
Past-President, W. G. Moorhead, New York University.
Secretary-Editor, E. D. Mitchell, University of Michigan.
Chairman Field Service, J. E. Rogers, New York City.

ADDITIONAL MEMBERS OF GOVERNING BOARD

A. O. Anderson, Public Schools, St. Louis.
Percy Clapp, University of Idaho.
Laurentine B. Collins, Public Schools, Detroit.
F. W. Cozens, University of California at Los Angeles.
C. W. Davis, Public Schools, Berkeley, California.
H. A. Jones, State Education Department, New York.
Alfreda Mosscrop, Alabama College.
Gertrude E. Moulton, Oberlin College.
Jay B. Nash, New York University.

ADDITIONAL MEMBERS OF LEGISLATIVE COUNCIL

Administrative Directors' Society: Grover W. Mueller.
Alabama State Society: Dr. Ethel J. Saxman.
American Academy of Physical Education: Dr. Arthur H Steinhaus.
Arkansas State Society: Mrs. W. E. Bates.
California State Society: Melvin Chase, Grover Gates, F. L. Kleeberger.
Camping Section: Jane Shurmer.
Canadian Physical Education Association: Dr. A. S. Lamb.
College Men's Physical Education Section: G. S. Lowman.
College Physical Education Association: C. L. Brewer.
Colorado State Society: Willard N. Greim.
Connecticut State Society: Frances Foley, H. J. Schnelle.
Dance Section: Ruth L. Murray.
Delaware State Society: C. Walter Kadel.
District of Columbia Society: Birch E. Bayh.
Florida State Society: Hollis D. Westfall.
Georgia State Society: Mrs. Mary L. Soule.
Health Education Section: Dr. A. G. Ireland.
Illinois State Society: Jack Haskin, C. E. Horton, Dr. S. C. Staley.
Indiana State Society: Ruth M. Kelley, Frank Stafford.
Iowa State Society: P. F. Bender, Marjorie Camp.
Kansas State Society: L. P. Dittemore, L. B. Washburn.
Kentucky State Society: H. T. Taylor.
Louisiana State Society: Frank J. Beier.
Maryland State Society: Therese Powdermaker.
Massachusetts State Society: T. H. Hines, Eleanor H. Quinlan.
Men's Athletic Section: C. L. Brewer.
Michigan State Society: R. J. McMurray, Dr. Mabel Rugen, Grace Ryan.
Minnesota State Society: H. K. Jack, C. L. Nordly.
Missouri State Society: A. O. Anderson, Helen Manley.
Montana State Society: Erma Monroe.
National Ass'n. Dirs. P. E. for Coll. Women: Rosalind Cassidy.
National Collegiate Athletic Association: Dr. J. H. McCurdy.
Nebraska State Society: Mrs. Jimmie Musselman.
New Hampshire State Society: Raymond Hoyt.
New Jersey State Society: Dr. A. G. Ireland, Helena Kees.
New York State Society: E. H. Champlin, Dr. H. A. Jones, Paul Krimmel, F. H. Wohlers.
North Carolina State Society: E. D. Burke.
North Dakota State Society: Fred G. Spalding.
Ohio State Society: S. R. Boyd, Helen Coops, Lewis S. Moorehead.
Oklahoma State Society: Flora May Ellis, Miller Patterson.
Oregon State Society: Paul R. Washke.
Pennsylvania State Society: Dr. H. B. Burns, A. L. Crapser, Arnold Fink, Frederick Prosch.
Phi Delta Pi: Mrs. Gret Hendricks.
Private Schools Section: Capt. W. A. Palmer.
Public Schools Section: R. D. Warden.
Recreation Section: C. M. Miles.
Research Section: Dr. E. C. Davis.
Rhode Island State Society: Helen Cooper.
Society of State Directors: Jessie Garrison.
South Carolina State Society: Julia H. Post.
South Dakota State Society: Edith Aldrich.
Teacher Training Section: Lera B. Curtis.
Tennessee State Society: A. W. Hobt.
Tests and Measurements Section: Dr. W. A. Cox.
Texas State Society: Dr. D. K. Brace, W. S. Knox.
Therapeutics Section: Dr. H. A. Jones.
Utah State Society: William E. Day.
Virginia State Society: Robert N. Hoskins.
Washington State Society: Henry M. Foster.
West Virginia: Grace Griffin, Dr. Carl P. Schott.
Women's Athletic Section: Elinor Schroeder.
Women's Division N.A.A.F.: Alice A. Sefton.
Wisconsin State Society: Pat Dawson, Mrs. Fannie Steve.
Y.M.C.A. Physical Directors' Society: Dr. John Brown, Jr.
Y.W.C.A. Health Education Directors' Society: Edith M. Gates.

In This Issue

THE READING PROBLEM FROM THE VIEWPOINT OF THE SCHOOL PHYSICIAN. *James Houloose, M.D.* 279
RECREATION IN A REGIONAL PLAN. *Marshall N. Dana* 283
COURSE CHARTING IN TEACHER TRAINING. *George Gloss* 285
REWARDS IN SPORTS PROGRAMS. *D. Oberteuffer* 289
MUSICAL PERCUSSION. *Beatrice Hellebrandt* 290
IT CAN HAPPEN HERE. *A. Lester Crapser* .. 294
EDITORIALS 296
LET IT BE A TREASURE HUNT. *Earnestine Clark and Lalia Lewis* 298
CORECREATION IN WICHITA. *Emory L. Cox.* 300
SWIMMING POOLS IN CENTRAL EUROPE. *Herbert G. Allphin* 302
INTRAMURALS FOR THE SMALL HIGH SCHOOL. *Cliff L. Clapp* 305
WHAT TRACK NEEDS IS SHOWMANSHIP. *Lloyd Olds* 310
SWIMMING—A RADIO INTERVIEW. *Hope Tisdale* 312
INFIELD PLAY. (PART II). *Pat Crawford* .. 314
AROUND THE COUNTRY WITH J. E. ROGERS .. 320
HOW WE DO IT 322
CENTRAL DISTRICT ASSOCIATION NEWS 324
SOUTHERN DISTRICT ASSOCIATION NEWS ... 325
MID-WEST DISTRICT ASSOCIATION NEWS ... 326
EASTERN DISTRICT ASSOCIATION NEWS 326
WOMEN'S ATHLETIC SECTION NEWS 327
SOUTHWEST DISTRICT ASSOCIATION NEWS .. 328
DANCE SECTION NEWS 329
IT MAY INTEREST YOU TO KNOW 330
BOOK REVIEWS 340
INDEX TO ADVERTISERS 340

THE JOURNAL OF HEALTH AND PHYSICAL EDUCATION
Published by the American Physical Education Association
311 Maynard, Ann Arbor, Michigan
Published monthly from September to June (10 issues)

E. D. MITCHELL, Secretary-Editor — MARC BROUWER, Business Manager
ELIZABETH NOYES, Assistant Secretary — ELIZABETH HENRY, Circulation Manager

Copyright, 1937, by the American Physical Education Association. Entered as second-class matter, January 6, 1930, at the post office, Ann Arbor, Michigan, under the act of March 3, 1879.

Professional Membership, including the Journal and the Research Quarterly $5.00
Active Membership (including Journal) 2.00
Single Copies ..... .35

The contents of previous issues of The Journal of Health and Physical Education can be found by consulting the Education Index in your library.

AN IMPORTANT NEW PUBLICATION

NEW WORK *JUST READY*

THE KINESIOLOGY OF CORRECTIVE EXERCISE

By Gertrude Hawley, M.A.

Assistant Director, Women's Gymnasium, Stanford University, California.

12mo., 268 pages, illustrated with 107 engravings. Cloth, $2.75, net.

The purpose of this book is to provide a practical text in kinesiology for the use of students, teachers and physiotherapists specializing in the field of corrective exercise. It furnishes the essentials of human anatomy, physiology, kinesiology and physics providing the essential background. A unique feature is the detailed analysis of the exercises recommended for the common postural defects encountered in classes and colleges and by physiotherapists, thus giving a thorough understanding of the conditions and insuring the proper supervision of suitable corrective exercises. This book reflects the extensive experience of the author as a teacher and director of corrective gymnastics. It covers the essential facts regarding the structures and their functions of significance from a corrective standpoint, the physiology of exercise, posture standards and the conduct of corrective classes. It will help every teacher to interest her pupils and to improve her own understanding and technique.

LEA & FEBIGER

WASHINGTON SQUARE
PHILADELPHIA, PA.

Please send me:

☐ Hawley's Kinesiology of Corrective Exercise. $2.75

☐ New Physical Education Catalogue

Name .....

Address .....

(J. of H.P.E. 5-37)

THE HEALTH AND SAFETY SERIES

is MADE TO ORDER for your school

It provides a complete program in health and safety education.

It conforms, year by year, with the reading interests and abilities of your pupils.

Let us tell you more about this new series.

It correlates with the social science materials in your course of study and with the everyday experiences of your pupils.

It is up-to-date and authentic in content, interesting and effective in method of presentation.

HEALTH AND SAFETY SERIES

by

BROWNELL-IRELAND ET AL

FRIENDLY LIVING (on the press)
HAPPY LIVING
EVERYDAY LIVING

HELPFUL LIVING
SCIENCE IN LIVING
PROGRESS IN LIVING

RAND McNALLY & COMPANY

CHICAGO

New York **Nashville** **San Francisco**

The Reading Problem from the Viewpoint of a School Physician

By

JAMES HOULOOSE, M. D.

Supervisor of Health Service
Public Schools
Long Beach, California

IF ONE views education as a dynamic instrument through which certain goals are reached, that one, of necessity, marches ever onward. For him learning never ceases. Graduation, degrees, and achievements are but stepping stones to greater opportunities. The general dynamic trend of public education is illustrated by the term "school physician." Only forty-five years ago, in Boston, the public school sought the aid of a physician, and school health service was born. It is true that it was as the result of a very pressing need—a severe epidemic of an infectious nature—that this forward looking step was taken.

Today, the function of the school physician has grown through this dynamic attitude from a purely medical service to one of much larger educational concept. You see now departments of health education in our school systems which are responsible for (1) healthful school living, (2) health service, and (3) health instruction. As you view these three subtitles of a well-balanced health education department, you immediately get a vision of a department of medical service which has integrated itself into an educational system.

It is from this point of view that I am bringing you my answers to the questions which may have or now rise in your mind by the subject, "The Reading Problem from the Viewpoint of a School Physician."

This new concept of health in education has changed its emphasis from disease to health and from defect to the prevention of abnormality. Health authorities have become conscious of the fact that the very artificiality of the average school program may and probably does produce abnormalities in children who are compelled to learn under mass methods. Not only are we interested in the prevention of diphtheria, childhood tuberculosis, bad posture, accidents, and fatigue, but we are also interested in the prevention of failure. Therefore, the school physician becomes more and more interested in the prevention of abnormalities.

THE school physician's first attack must be the school environment. Does the school present a picture of healthful school living? From the standpoint of the reading problem, then, the school physician must be conscious of factors of adequate lighting, of glare, and of facilities for the maintenance of a good reading posture.

Adequate lighting in the classrooms, library, and the home are the unusual rather than the usual findings. Those of us who have used the "Sight Meter" in surveys of schools, have been astonished at the inadequateness of the lighting facilities. The best work along this line has been done by and through the Bureau of Nutrition and Health Education, Extension Division, The University of Texas, Austin. They found, after a study of the lighting of 203 classrooms, the following:

On clear days, approximately one-half of the working points on both reading and writing material was subminimal (less than eight foot candles). On cloudy days, about two-thirds of the working points investigated were subminimal. On cloudy days when all available light was used, about four-tenths of the working points were below eight foot candles. The majority of front blackboards on clear days, cloudy days, when all available light was utilized, showed that the working points had readings of subminimal light intensity.

Under artificial lighting they found:

No rooms had indirect artificial lighting; 130 rooms had direct artificial lighting; 64 had semi-indirect lighting; and 9 had no artificial lighting at all. No rooms had special lighting of the blackboards, and 108 rooms had only one luminaire. The luminaires were hung from four feet and two inches to twelve feet above the desk tops, and were generally above the vision of the teachers and pupils. One hundred sixty-eight of the rooms had only one switch. Eighty of the rooms had translucent globes. Of the 327 electric lamps in the rooms, 69 were 100 watt or less, and 74 were as much as 200 watt. On the whole the cleanliness of the luminaires and windows was poor.

In the 1936 edition of the *American School and University*, Winifred Hathaway, Associate Director, National Society for the Prevention of Blindness, has an article entitled "Room Design and Equipment Requirements for Sight-Saving Classes." In this article there is a graphic illustration of artificial lighting at levels obtained with 300, 500, and 750 watts respectively.

The Texas Survey recommends twelve foot candles as the minimum of the average child. Do you have that for every child in your building? If not, do you think that you can get it?

The next problem within the school environment is the prevention of glare. Luckish and Moss define glare as "a certain factor in lighting situations which gives rise to expressions of discomfort, distraction, irritation or pain

from the person exposed, referable to brightness in the visual field which is absolutely or relatively high." The Texas Survey gives a table entitled "Sources of Glare." In 203 classrooms, these are given as: 2 painted doors, 358 pictures, 8 windows, 8 glass doors, 1 globe of world, 1 glass case, 1 piano, 1 Arenoid barometer, 1 instrument case, 3 adjacent buildings, 137 desk tops, and 247 cases of shiny finish to walls, ceilings, blackboards, woodwork, and furniture. To this group may be added the artificial light sources when they are direct or when unfrosted.

Adequate sitting posture in the school requires the adjustment of the seat to the child. For reading this means an adjustable seat as well as an adjustable desk. The seat should allow the child's feet to rest securely upon the floor, should not grip or rub the popliteal space, and should give support to the small and curve of the back. The desk should be tilted to an angle of from 45 to 70 degrees and should be about fourteen to eighteen inches from the eyes. It is apparent that the type of seat that is generally used does not fit the majority of children, any more than that any one pair of glasses would fit all children. To take advantage of the source of light, a change from the orthodox seating is also in order. Bennett in his book, *School Posture and Seating*, Henderson and Rowell in their book, *Good Eyes for Life*, and Winifred Hathaway in the article just quoted illustrate new seating arrangements which give this advantage.

WE must now step to the second phase of the health education program and that is "health service." Under health service we should find the medical, dental, and nursing divisions. We may leave the dental program out of this discussion, but we are very much interested in the nursing service for it is through this group that the program must be inaugurated and carried through. The nurse is just as responsible and should be just as interested in the preventative program as the remedial one. Her training tends to emphasize the remedial one and only occasionally do you find a nurse who is preventative-minded, and rarely one who is educationally minded. As far as the actual reading problem is concerned, the nurses' greatest obligations are the examination of eyes and hearing, correct posture, prevention of glare, and adequate lighting.

It is to be understood that the Snellens test is quite inadequate because it only tests visual acuity. Yet, it is practically the only technique available to the largest number of school nurses. The Texas reports give us the following as regards to vision, using the Snellens Test:

1. The study included 5,748 children—2,888 girls and 2,860 boys. Of the whole group, 15.6 percent showed symptoms of some abnormal eye conditions.

2. Of the 5,748 children 686, or 12 per cent, were unable to read the standard vision line. Besides this inability, the defects for which the pupils were referred to the eye physician most often were defects of conjunctiva, symptoms of eyestrain, and muscle imbalance.

3. According to the doctor's examination, 673 children, or 11.7 per cent, had significant refractive errors; 433 eyes showed hyperopia; 415 eyes showed plus astigmatism; 201 eyes were myopic; and 103 eyes had minus astigmatism. The grade distribution of these eye abnormalities shows higher degrees of hyperopic errors in the early grades and a reduction in the degree of error with increase in grade level. Myopia begins to assume importance about the second or third grade and increases in frequency and in degree of error with each grade level. Myopic high-school pupils tend to have relatively large refractive errors. Astigmatism is present in about the same degree and proportion in plus errors in all grades, and tends to increase slightly in minus errors through the eighth grade. Very few large astigmatic errors are found in school children. More girls than boys have significant refractive eye errors, and the over-age group in all school grades has more refractive errors than either the under-age or the normal groups.

Glasses were being worn by 332 children, of whom 121 had been examined by an eye physician before being fitted; 81 of the 332 were in urgent need of changing the lens in their glasses. About 10 per cent of those fitted by physicians were found to be in error at the time of this examination, and about 60 per cent of those fitted by others but not checked by eye physicians were in error. There is a significant correlation between visual acuity and refractive error—about plus .57 for plus refractive errors and about plus .77 for minus refractive errors.

4. About 2.8 per cent of the school children had pathological eye defects, and many of these had more than one defect. Acquired defects were greater in number than congenital defects. Of the acquired impairments, defects of lids, of conjunctiva, and of external muscles, and traumatic injuries were most prevalent. The congenital defects included cataracts, fundus lesions, and nystagmus.

There is a fair degree of correlation between refractive errors and reported headaches as a symptom of eyestrain.

These findings are in very close agreement with the report of Dr. Frank H. Rodin of San Francisco in his paper on "Eye Examination of School Children" in the *Journal of the American Medical Association* for September 21, 1929. The American Child Health Association published in 1934 a study entitled, *Physical Defects; the Pathway to Correction*. In Chapter IV, "Defect in Acuity of Vision," they report 14 per cent of children reaching the fifth or sixth grades as having severe vision defect, of whom only about half wear glasses. The basis of defect is 20/50 vision or worse in one or both eyes.

To the nurses' technique has been added the Keystone Telibinocular which gives a much more accurate insight into the visual condition of the child than anything short of an oculist's or an optometrist's examination. This instrument tests visual acuity, binocular vision, near and far fusion, vertical and lateral imbalance, stereopsis, and ametropia.

As the nurse is the contacting agent between the home and the school, it is part of her duty to notify the home of the defects found and to so interest the home in the problem of this situation that correction will be provided. To what extent this follow up is unsuccessful may be judged by the study of one hundred uncorrected vision defects by the American Child Health Association, *Physical Defects; The Pathway to Correction*. The principal source of error lies in the attempt of the school health staff to select too many cases for follow-up and correction when their facilities are not sufficient to care for such large numbers. Through a scattering of effort many of the severe cases remain uncorrected. A second

source of error lies in the inaccuracy of measurement. Almost a fifth of the really severe cases are mismeasured and recorded as normal. These two types of error account for the failure to gain correction for two-thirds of the severe defect group. The remaining cases are not corrected because the follow-up has failed to produce articulation between the parent and corrective facilities.

There should be available for every child a vision test at the first, third, seventh, and eleventh grades. This test may be the Snellens. This test may as well be done by the teacher as the nurse. If there is reading disability or complaint of any kind, the child should be tested with the Keystone Telibinocular; contact with the home should be through the nurse; and if that fails to get the needed correction, the nurse and the teacher may call. If they cannot produce the correction, certainly the school has carried out its obligation.

The second problem the nurse faces as far as the reading problem is concerned is that of hearing. Here we encounter a host of factors—infections of childhood, nose and throat colds, enlarged and infected tonsils and adenoids, enlarged turbinates obstructing the Eustachian tubes, acute and chronic infections of the middle ear and the mastoid, congenital and hereditary anomalies, hearing allergies, and various degrees of deafness and mutism. These factors produce many temporary conditions of hearing which not only test the teachers and the school nurse's patience, training, and intelligence, but test their ingenuity as well. Because of this situation, tests must be made repeatedly, and often are invalidated by pupil-nurse relationship or emotional difficulties in the child. The test available to the nurse is the inspection of nose, throat, and ears, the watch test, and the whispered voice. In some schools the Audiometer test can be given to individual children with the 2A Audiometer. In our experience 80 per cent of these specially selected cases sent to the office by principals, teachers, or nurses have normal hearing acuity according to the 2A. Rodin in his work at San Francisco found that 9 per cent of the children tested with the Audiometer 4A had sufficient hearing loss to be referred to an aurist, 3 per cent of those referred required help, varying from improvement of hygiene to automatic hearing aid and lip reading. The Audiometer is the most reliable technique that we have; the interpretation must be made by a rather experienced or skilled individual.

Any attempt at detection and conservation of vision and hearing must, of necessity, be initiated by the teacher. The teacher must be vision-, hearing-, health-, as well as educationally-minded. This does not mean that she must know all the techniques of examination and physical inspection. It should make her keen in observation, and when Johnnie asks, "What did you say?" or doesn't pay attention to her instruction, Johnnie should be moved to the front of the class. If he continues in not hearing, the watch or clock test will give the teacher an insight to the extent of sending him for examination to the school nurse. The same is true for vision. If he skips letters, mispronounces words, squints, complains of headache, holds his book in a poor position —any of these should be clues for investigation. The teacher's observation should never be regarded lightly by nurses or school physicians. Her deductions may be mistaken, but if records are properly made, it will be a reassurance to the next teacher that Johnnie has been tested and that his difficulties may be emotional or psychological rather than physical.

In some schools there seems to be a definite school nurse-teacher complex. On the one hand, the nurse resents her routine being upset by having teacher Z sending her pupils to be examined for this or that, while the teacher resents having the nurse report that Johnnie's hearing, vision, weight, posture, or teeth are within normal limits. To avoid this complex, we will inaugurate a method of having the health card in the hands or the desk of the teacher instead of in the nurse's desk. The nurse will be responsible for the health inspection notations but the teacher should make either progress notes or other notations which will be of interest. The nurse will have a survey sheet which will give her immediate insight into the child's physical condition. This change of responsibility of health card, I believe, will break down the complex somewhat and will make for a much greater use of the card.

Where does the school physician come in? He must first of all keep abreast with the times, teach his nurses new procedures, recheck their findings, and be willing and able to interpret to the nurse, teacher, pupil, and parent the school's attempt at making education a reality to the average individual.

Under our California School Code the health service is obligated to find defects and report them to the parent or guardian. A wide-awake health service will also have available sources to which parents can turn to get remedial service for defects found. When parents are referred this should not be a haphazard technique but a very definite, self-explanatory service.

THIS brings us to our third function as a health education department—that of health instruction.

The current mode of advertising in the health field is through propaganda. The radio, the press, and the billboard, through the avenue of the ear and the eye, pour half-truths at the unsuspecting individual to such an extent that he is soon conditioned to reacting in an automatic way. The words, slogans, and phrases of the advertisers become the criteria of the home and individual. Thus are paraded before the individual breakfast foods, dairy products, meats, vitamins, wearing apparel from shoes to hats, the latest in furniture, automobiles, religions, and others. This comes to all, free, but with one master motive, sales production, and through the greatest appeal, your health, dear public! We become too easily and too readily indoctrinated. Perhaps we haven't moved as far forward educationally as we think we have. We may still be bound to the stumbling block to truth which Roger Bacon laid down in the thirteenth century. Said he, "there are four principal stumbling blocks to comprehending truth that hinder well nigh everyone: depending upon unworthy authority,

yielding to routine, following common opinion, and hiding ignorance under the pretense of knowledge."

Health instruction has in many of the schools become a part and parcel of the curriculum. The aim in most of these health curricula is to separate fact from fallacy, normal from fad, and the science of physiology from mystery and magic. The object is to give to the student a health information based on the broad aspects of science, and to thus develop a pattern of adequate discrimination. In order to build a curriculum to do this, the health-trained individual should be given a place in the construction of the curriculum. This will, of course, require of the health staff—i.e., the physician, health coordinator, the nurse, the visiting teacher, the psychiatric social worker, and the physical educator—a dynamic educational attitude. These individuals as practical health advocates should be acquainted with the recognized, reliable sources of materials. They should be conscious of the historical, the social, the economic as well as the scientific basis of the facts that go into the health curriculum. Thus, they can serve as experts and integrate into the process of education a health curriculum which will not be dogmatic but a living, dynamic, authoritative source of healthful living. Only thus can isolated facts, as the discovery of the microscope by the Dutch storekeeper, Van Leewenhoek, the failure of the Crusades, and the discovery of America by Columbus in 1492 have value for health as historical facts. Upon Van Leewenhoek's discovery is based the science of bacteriology, microscopic anatomy, pathology, immunology, and I suppose the structure of the atom, and the understanding of heredity through the chromosome and the gene. The Crusades failed not because of lack of religious enthusiasm, valor, or because of battles lost, but because of the lack of vitamins. King Scurvy was the decimator of the Crusaders. The discovery of Columbus not only means American, but also the syphilization of the civilized world, a change in destiny of nations through such infection in a Henry VIII of England, a Nietzsche of Germany, and a Lenin of Russia. Tobacco was introduced by Columbus into Europe, through him to Nicot, and from Nicot to Catherine De Medici; and because she got so ill from its use, the word—Nicotine. Columbus brought back herbs that the natives used to check fevers, and thus was discovered the specific for ague. Thus we have cinchona or quinine for malaria.

There is no excuse today for lack of integration of the health curiculum, with such sources as Haggard, Garrison, DeKruif, Majors, Cannon, Haven Emerson, Zweig, Bottomly, The United States Public Health Service, the National Committee for Mental Hygiene, The American Social Hygiene Association, Carnegie and Rockefeller Foundations, and as we are concerned with vision, The National Society for the Prevention of Blindness.

It seems that health instruction, as such, should be the primary attitude of all members of a health education staff; that this attitude should permeate all techniques, procedures, and program with pupils, teachers, and parents. It is our view that a health inspection, a physical examination, a first aid, a home call, a consultation or interview with a pupil, teacher, or parent regarding health matters should be an experience and the incidental avenue to set up the stage for health instruction. This should flow normally out of each situation, for I believe that we teach by practice as well as by precept, preachment, or indoctrination. Therefore, the correct technique, the accepted procedure, the wholesome health attitude, the explanation of the why, is of greater teaching value than a great display of instruments, first-aid supplies, excitement, or glaring postures.

Health instructions should be an everyday progressive program in the home, the school, and the community. I should like to illustrate how this is possible. The local Tuberculosis Association is planning to promote a tuberculin testing program. It announces its plan through the local newspapers. The City Health Department becomes interested and offers its support and advises the Tuberculosis Association that it will be willing to cooperate and that through its laboratories it will furnish the tuberculin and will examine specimens of suspicious sputum. The Junior Charity League becomes interested through its Child Welfare Department and offers financial aid for X-rays, extra nutrition to undernourished children, and placement in rest homes for needy. The Board of Education offers its Health Service to help in the campaign. Through its service the tuberculin test was offered to all kindergartens, first, and tenth grades. Adequate information was first sent to principals, then to teachers and nurses, then to parents and children, then the tests were given. The test itself, the reading, the X-ray, the physical examination, the clinical and social follow-up and treatment program—all were treated primarily as tools of an educational program.

IT is necessary that we again return to the reading problem. It is our opinion that this too must be a community interest and responsibility. The responsibility for failure in school because of inability to learn to read must and should not be placed entirely on the child or the teacher. The responsibility must be a shared one, the child, the parent, the teacher, the school, the health service, and the community. All of these agencies can be made sensitive to their responsibility, and through that responsibility the teacher can create an environment which will be conducive to learning.

However, simply because the responsibility is a shared one each agency must not rely on another to carry the burden. The child cannot be depended upon to report to the teacher any noticeable defect in his vision. Authorities should not therefore assume the attitude that every uncomplaining child's sight is normal, or even if not normal that their responsibility has not been called upon. Their work, and the work of education, is to know, in order that the proper care can be taken which will ensure that the child is in a position to respond to the proper environment.

I should like to close with a quotation, "Only when educators show to the remainder of society that in their own profession they use the methods of education as a means for obtaining desired goals will society be convinced of the efficacy of education as a means of social progress. Education should put its trust in education."

Recreation in a Regional Plan

By

MARSHALL N. DANA

Chairman of Pacific Northwest Regional Planning Commission; Associate Editor, The Portland Journal

WHEN I think of a region, I think of that which is embraced by the Pacific Northwest Regional Planning Commission — the States of Montana, Idaho, Oregon, and Washington.* I think of the organization represented by that Commission, namely, the four planning boards, resting upon laws of their respective states, and the National Resources Committee, a Federal agency.

When we are discussing a subject, sometimes it is desirable to go back to find the meaning of it. Now, in the dictionary, I discover that recreation means refreshment with food, or a meal, or something. The popular translation, or technical definition of recreation is—something we want to do following the things that we must do, or as a change. But I also discover that the word "re-creation" is applied in a different sense, and as a different term; that re-creation means reanimation or renewal of the body, of the mind, or of the spirit. I prefer, therefore, the definition of re-creation to that of recreation, believing it to be broader and richer in content.

Now, suppose we look at recreation or re-creation in its several aspects. These are:

First, the person or group interested in recreation.
Second, the form or act of recreation.
Third, the facilities or equipment for recreation.

Where does this subject come in a planning program that deals with social-economic reseach, analysis, and recommendation or advisory relationship to the executive agencies of government?

Let me explain that it is a function of the National Resources Committee, as a Federal agency, to advise national administration; that it is the function of state planning organization to advise state administration, and of city or county organization to advise city or county administration, and of regional organization to occupy an intermediate advisory relationship, with national, with state, or with local administration.

Recreation we have found to have essential relationship to all levels of planning—at the level of city or county planning, of state, of regional, and of national planning.

EDUCATION begins with the rule of three—with the elementary classes. After a while it brings boys and girls to the point where they begin to specialize, to follow their bent, to prepare for the professions or the trades or special pursuits. The need of recreation, whether it be the training of the body, the renewal of the mind, or the re-inspiration of the spirit, begins with infancy, passes through the primary grades, attends the student in higher education, and the man and woman throughout the whole life cycle.

Recreation is often dropped in the pressures of modern life. We may continuously spend our energies regardless of a necessity for a sound mind in a sound body, obtained, not haphazardly, but systematically, and by a complete change in occupation every day. Recreation should not be merely a matter of a summer vacation, but a continuous renewing process, a part of every twenty-four hour period.

I assume that when it comes to dealing with the group or the person, you are perfectly competent to take that question up among yourselves, and with authority I do not possess. I only want to bring your attention to one group interest that we represent as a newspaper. It is so unique that I want to read this note:

The Journal Juniors, founded in 1926, and now in its eleventh year, interests at this time approximately 60,000 active boys and girls with over 100,000 graduates. The common bond which unites these young people is the pursuit of extracurricular activities provided for their leisure-time recreation, avoiding any intrusion upon school time or duplication of work done by other social groups.

Outlets for the youthful energy and stimulation of youthful ambition may be found in the twice-a-week radio programs (909 to date), monthly meetings at the Auditorium (83rd this Saturday), ice hockey, baseball, stamp collecting, model airplane and boat building, dramatic club with accordian, banjo, harmonica bands and large orchestra and chorus. A new activity this year in which over 1600 enrolled was instruction in ballroom dancing provided free each week-end. Students of the earth sciences in the schools are recognized with the inclusion of a city-wide mineral contest which comes to a climax April 18th, at the city Auditorium.

We hold before the young people the Journal Junior creed:

1. A healthy mind in a healthy body.
2. Plenty of good exercise every day.
3. Clean sportsmanship—play the game.

Provision in the schedule of Journal Junior activities is made only for those things which have current appeal and have a healthy mental and physical basis.

LET me speak directly to the third point—the facility or equipment. I want to broaden the consideration, for the purposes of a regional plan, and go beyond the facilities or equipment of a playground at a school or in a public park. I have had a little apprehension in undertaking to do so, because I did not know whether I could interest you in matters beyond physical education in the school. But the remark by Dr. Bovard that the interests of physical education and of physical educators must go beyond the duty of the hour and contemplate the under-

* Paper presented before the Northwest District Physical Education Association Convention, Portland, Oregon, February, 1936.

lying philosophy and the broader usefulness that can be obtained through a grasp and concept of the subject as a whole encourages me to try.

Planning, at all levels, is concerned with recreation. If you will go with me in playgrounds that are large, I will go with you in playgrounds that are small. If you insist on interest in games, I ask for your interest in game. I ask for your interest in land planning, because it becomes a very pertinent subject in a recreational program as we see it—that is to say, the planning and the disposition of submarginal lands. Not only that, but the questions of forest administration—as these involve hunting, fishing, and hiking. If I had my way, every boy or girl in the Northwest would be led regularly into our great outdoor playground as a regular part of the education of the youth of this region.

WE FIND that recreation enters into the question of water planning, flood control, the control of soil erosion, irrigation, and power.

Let me give you a specific example. We are greatly menaced in fishery by the pollution of our streams. Pollution equally menaces the recreational use of the streams. A successful organization that preserves the fishery of the Pacific Northwest will, at the same time, enhance recreational values.

Flood control is another specific illustration. Here is involved not only storage through the retention of forests and other cover, but also the construction of reservoirs that will stabilize the flow of the upland streams. So the question leads to the development of industry.

We are particularly apprehensive, in that respect, as to the effect upon the Columbia River Gorge of the construction of Bonneville Dam, resulting in the changing of the water level, the relocation of highways and railways, and looking to the establishment of industries. All of these are, so far, without a proper attention to the preservation of recreational values which are not only of regional but of national value. We are also very particularly concerned about the situation on Puget Sound.

We find in the reclamation of land, in the pooling of water, in the clearing of land, and in the establishment of industries, a disposition to forget wild life and to forget recreation. Yet these are factors as indispensable to human life as is the food from which recreation takes its first definition.

We are now preparing a report on the Gorge of the Columbia for the National Resources Committee. Its recommendations will include specific attention to recreational values that rank with any industrial development that can be brought about from the development of power in the Columbia Gorge.

RECREATION is important as a recovery measure, and in that connection I want to tell you something about the CCC camps. There are seventy-five camps in the two states of Oregon and Washington, and in the construction of roads and trails, and the improvement of camp sites, the CCC organization has added about $30,000,000 worth of value to the Pacific Northwest. They have created a value that is at least equal to the cost of the service.

We find that the recreational question is related substantially to the Public Works and the Works Progress Administrations.

RECREATION has its practical aspect. Do you know that recreation is the largest single commercial business in the State of Oregon? That it represents, and I give here the estimate of the Oregon State Motor Association, for Oregon, $110,000,000 a year, for Washington, $140,000,000—in other words, $250,000,000 a year for the two states of Oregon and Washington.

Whole towns are maintained along the coast and elsewhere by the business of recreation.

Recreation has a professional value. In the Northwest there is exceptional opportunity for the geologist, the archaeologist, and the paleontologist.

It has a historic value. We should utilize Federal agency to a greater extent in the preservation of historic monuments.

We have ninety-three million acres of forests in the Pacific Northwest, or 28 per cent of approximately 396,000 square miles constituting the four states of Montana, Idaho, Oregon, and Washington. And to give you an idea of the size of the region in which we live, it is 4,000 square miles larger than the combined areas of Germany and France.

We have national forests of forty-eight million acres; national parks and monuments of four million acres.

In this region, we have such national parks as Rainier, in Washington; Crater, in Oregon; and Yellowstone and Glacier, in Montana; and in Idaho, we have the Craters of the Moon.

There is under discussion at the present time, the creation of still another national park—the Mount Olympus National Park.

There has also recently been created, as a recreational and wild life asset in the State of Oregon, an antelope refuge in the Hart Mountain area. We have about three million acres that are devoted to game preserves, but as yet without any adequate supervision or administration.

RECREATION represents one of the great outlets of employment relief.

We are looking forward to a population increase. We made a report predicting a possible population increase of two and a half million people by 1960, of whom 400,000 might be added to the agricultural population, 600,000 to the industrial population, and the others to the commercial and business, transportation, governmental, and other services that would be involved.

If we are going to have that increase in population, we must prepare for it. We must prepare not only to meet this increase, but we must also have thought for the effect of population growth upon wild life and recreational assets.

I want to show to you a little work that we have been doing at the Pacific Northwest Regional Planning Com-

(Continued on Page 338)

Course Charting in Teacher Training

By

GEORGE GLOSS

Teachers College Fellow
Columbia University

ONE of the reasons for the present interest in teacher-training organizations is the fact that so many teachers in the past have not turned out to be the product that our logically arranged curricula were supposed to make them. In other words, the achievement of success or failure after graduation does not depend altogether upon health, intelligence, grades, credits, command of English, skill in motor activities, adequacy of the instructors' training, or equipment of the physical plant during training. Something important but less tangible than these factors is not being taken into account. For one thing, our present system is failing to enlist the entire personality of the student. Important recent psychological findings and techniques for using properly all the possibilities of learning that are present in the interacting components of the total environmental situation are either poorly utilized or are to a great extent neglected.

Even though this situation has been recognized as existing for some time, still it is obvious that theory has advanced far beyond practice. Teacher-training institutions are still operating on the basis that if they are given the individual and a rigid pattern or curriculum to mold him, they hope to produce a standardized result. The student takes a certain number of foreordained courses in logical order. Upon the completion of these he is graduated. But note this—*it is impossible to tell what he has really learned in the sense of acceptance or to tell how he will use what he has learned.* His personal feelings, habits, and attitudes, which are the factors determining his individual course of action, are, at the end of his college course, still for the most part a mystery to his instructors and usually to the individual himself.

The rigid standard curriculum makes subjects and subject matter the fixed base or center around which the student revolves. It makes little, if any, provision for modification in terms of individual student needs, purposes, or interests. But—*desirable learning is not favored in a situation like this.* If college education is to be of increasing value, the *student must understand and have a part in creating his own school experience.*

It seems strange that higher education should lag behind instead of leading the other levels in achieving flexibility in the curriculum. Elementary and secondary school education have become more and more conscious of the fact that the program must be built for the individual. They have changed their curricula accordingly. For example, students' interests, exemplified by extracurricular activities, have become an essential part of the school program. Other important changes are being made.

Setting up an inflexible pattern for the program on the college level implies that, in comparison with the earlier levels, the student is less capable at this age to enter into the educational process in the spirit of its becoming a cooperative enterprise. Obviously this implication is not wholly true. The most practical solution lies in assuming that students at this level are ready to help in finding ways of better living and of becoming future teachers. Higher education must face the same truths that the preparatory levels are increasingly providing for; these are: first, that people are interested in, and carry out effectively, only such plans as they have had a part in formulating; and second, attitudes become one's own only as the individual has a chance to help work them out.

A FIRST step in the consideration of individual differences in relation to the college curriculum would be the development of a better system of offering elective privileges. The National Survey of the Education of Teachers made in 1933 found that students in choosing electives tended to stay in the older academic fields, to take work in the major and minor subjects and in education and psychology. Only a small number of students selected the special subject fields such as art, music, sociology, economics, and political economy. Students seemed to be little concerned either with general education or with the development of their special interests or abilities.[1]

In order to offer opportunity for students to make a wider choice of electives, faculty advisors or counselors should encourage students to do individual research and to try other fields. Under the present system students on the whole elect:

1. Courses with which they are familiar.
2. Those related to their major subject.
3. Courses which advisors regard as being "good" for the students.
4. Courses which have the reputation of being easy.

This situation has tended to reinforce the traditional curriculum, but has failed either to develop the student's latent potentialities or to broaden his outlook to the greatest possible degree.

Upon What Basis Shall the Formulation of the New Curriculum Be Made?

A good place to start answering this question is with

[1] E. S. Evenden, "Summary and Interpretation," *National Survey of the Education of Teachers*, Bulletin 1933, Vol. VI, No. 10, p. 127.

the student himself (Question 1 below). After this should come a consideration of other aspects of the program (Questions 2, 3, 4, 5 below).

1. What are the general characteristics of a student?

A. What are his purposes—does he wish to specialize in coaching, teaching, administration, or is he interested in self-development as compensation for certain inferiorities? (Other purposes?)

B. What are his attitudes, experiences, interests, aptitudes, abilities?

C. What will keep him interested and eager to learn; in other words, what is meaningful to him? What will challenge his ability?

D. What are his present individual problems—health, economic, social, personal? Is he happy?

E. In what respects does he need orientation, psychiatric help, part-time employment, perspective, guidance, social relationships, recreation?

2. Does the proposed program integrate the past experiences of the student with those of the present? Does it relate his present points of interest and study to each other?

3. Is the program flexible? That is, will it allow for the adaptation to individual differences; and, will it help fit the student into a society which is itself constantly changing?

4. Is there a chance for the student to try out the things he discovers and then bring back questions for further enlightenment? Does the program reveal what the future teaching positions are like?

5. Does the program give a consistent, usable, and worthwhile philosophy? Is there a chance to use this philosophy now?

FIRST, *what special agencies in the college program help to solve the personal problems enumerated under Question 1?* Some of the solutions or answers to the above question belong under the general functions of guidance. To facilitate a system of guidance, it is necessary to examine in detail some of the aspects present in the life of an entering student. Upon entering college, a student has a knowledge of the world by virtue of past experiences, and *new experiences are meaningful to him in the degree to which they can be interpreted in the light of those past experiences.* In other words, he releases energy through certain habit patterns established and retained through successful achievements in the past. He has a certain purpose in coming to college and therefore he has vital areas of interest in line with this general purpose. He does not know in any comparative way his strengths or weaknesses, but *he is more than interested in discovering them.* He does not have an overview or grasp of what this particular phase of his life can mean to himself and to the world, nor does he see fully its peculiar and unique significance for service now and later.

The new student is often upset when confronted by a number of individual personal problems, such as the following:

> The change of environment and, consequently, his own insignificance. He cannot see the possibilities of his individual place in the scheme of things, or the contribution he might make, for he lacks perspective and cannot see what it is all about.
>
> He faces a maze of seemingly gigantic, impenetrable, and rigid assignments in strange terminology and unfamiliar courses.
>
> Fellow students give him confusing pictures of the school, of the possibilities for employment after graduation, of the instructors, and of many other aspects of the total environment.
>
> Instructors may seem indifferent to him as an individual and are apparently preoccupied with their special subjects. Data gathered by the National Survey indicated that a large majority of staff members of many teacher-training institutions were not primarily or even seriously interested in the professional problems of educating teachers for different types of positions.[2] No wonder students get discouraged or become apathetic. A certain amount of inspiration, of praise, and of interest is essential if one is to continually do one's best.
>
> Usually the student desires to succeed and be popular; perhaps, however, owing to some failure or fancied failure, he may desire to withdraw.
>
> He does not know what he himself is like. It is therefore difficult to interpret with any degree of understanding not only his own unusual reactions, worry, resentments, dislikes, fears, etc., but also the reactions of his fellow students and other people in this new environment.

It would seem, then, that a general period of measurement, guidance, and orientation is essential as the first step in the formulation of an adequate college course. This would give the new student, first, some insight into his own nature and abilities and the new environment, and, second, possibly some better techniques of adjustment.

Possibilities for constructive use may be facilitated by having all the guidance services cleared through one bureau coordinated in such a manner that an expert can interpret the general picture to the student, to the student's advisor, or even some portions to interested faculty members. To be of most practical worth, such a bureau will not only detect lacks in previous training, but discover and help to direct interests and latent talent by disclosing them to both faculty and student. The start of a program of this type might well be made in the entrance orientation period, often called "Freshman Week." Merely letting the student and faculty know the needs and potentialities of the student, however, is not enough. Disclosures should be followed by fitting the program to the individual. Hitherto the student has had to conform to the pattern.

This attempt to upgrade teacher training, i.e., by raising its standards, has thus far not been altogether advantageous, for while rigid requirements of a standardized nature may within certain limits produce uniform results for individuals of widely differing abilities, capacities, interests, or needs, still the real question confronting the educator is, *would standardization be desirable?* There is likely to be inadequate provision in the teacher-training program for superior students to progress at a faster rate than ordinary or mediocre ones. If progress and creative imaginativeness of superior students are limited to the same speed as that of the whole group, their development tends to be hampered when they are at one of their most potentially productive stages. *A properly*

[2] *Op. cit.*, p. 180.

used program of measurement would make allowances for students either to make up deficiencies or to forge ahead and develop in new fields of endeavor.

In this manner the guidance program may operate in securing better adaptation of the curriculum to the individual student. It will then happen, perhaps, that certain students will be excused from certain activities altogether, and others will by virtue of knowing their standing, strive to raise themselves to higher standards.

Briefly stated, such a program would take into account the following factors:

First, a comprehensive, yet accurate measurement and guidance at the beginning and along the way. Instructors, advisors, guidance and personnel officers should constantly check the social, professional, and individual growth of each student. All this material should be made available for use by staff and students, as previously suggested.

Second, the whole program will be evaluated on its contribution to individual developmental possibilities. Are there, for instance, possibilities for development, which will bring a challenge that is a challenge because it is related to the student's needs, interests, or purposes? Desirable educative experience is taking place when a person faces a situation which he undertakes to deal with responsibly. He will deal creatively with it, and insofar as he puts himself into its solution, he will learn. In the attempted or realized conquest a new way of managing the situation or solving the problem is evolved, and learning in the best sense takes place.

Thus before any curriculum may be constructed, teacher-training institutions will have, first to take into account an adequate guidance program based upon the general and individual characteristics of students; second, to offer situations which are challenging enough to create a desire in the student to enter wholeheartedly into their solution.

SECOND, *how can all essential fields or areas of knowledge be seen in their interrelations?* No single isolated fact, or group of facts, has anywhere near its full meaning until it is understood in its relation to the total scheme of things. To be more specific, teaching involves more than imparting separate skills or knowledges. Skills and facts, to be useful to the learner, should be related to: (1) the purpose of the learner; (2) the learner's past, present, and future; (3) other areas of knowledge; and (4) the activities and experiences the student is engaged in *outside of the school*. It is just as futile to teach isolated skills and facts without cognizance of the above interrelations as it would be to immobilize the rudder of a ship and expect the vessel to arrive on time at a designated port. The variables of wind, of storms, of icebergs, or other unpredictable forces, in the case of the ship, mean that there has to be a constantly varying guidance and reorientation to the total situation. So, with the student, variables are constantly playing upon him which affect him to such an extent that it is practically impossible to develop an integrated, purposeful teacher by giving to every student only the same courses in a foreordained sequence. The sum or end result is totally different from any possible prediction made by attempting to add up the separate items.

Some institutions on the college level have attempted partially to solve this problem of relating various areas of knowledge by having either so-called "persistent problem," "introductory," or "survey" courses. These courses are often organized around broad fields of study, such as Contemporary Civilization, Community and Public Relations, or Human Behavior. In regard to the amount and kind of this type of course organization, the National Survey Group proposed that "at least one-fourth of the total curriculum pattern should consist of general nonspecialized courses in the major fields of experience . . . based upon the social and individual needs of students. . . . For one or both of these needs it would appear that such fields of experience as (a) health and science, (b) civic-social responsibilities and adjustments, (c) recreation and appreciation activities, (d) home and family relations, and (e) philosophy and values, should be represented."[3]

The real opportunity for the full use of survey courses is lost if they become merely the old formal type of courses combined and given a new name. If the material is presented in the so-called logical order and students thus have little opportunity of helping determine the content or the ways in which they will be able to use the material in life situations, then nothing is achieved but the old curriculum in a new dress. The aim in survey courses, as in the whole curriculum, must be to offer a wider area of integrated experiences through actual participation in situations that challenge the student's interest and ability.

The reason that transfer has not taken place as expected is that little relationship is seen between the school and later life. Today's rapidly changing industrial civilization *presents strains and conflicts differing markedly from the older cultures.* Therefore, survey courses should be built around contemporary conditions rather than be merely representative of efforts at understanding classical cultures of a bygone age. *Students may be better served by taking up and solving, as best they can, through doing, the vital problems and issues of today.* Students and faculty could thereby develop themselves and contribute a great deal to community life. *There is no real reason why credit cannot be given for active participation in certain life situations as well as for memorized facts.* In the *Reader's Digest* for December, 1936, there appears an article, "Stitches in Time," which tells how the people of a rural section in Pennsylvania organized a volunteer rescue squad. The purpose of this group was to prevent additional damage to people who had been injured in accidents. If students could participate in activities of this kind, they would have experiences that would hold real meaning for them.

Such activities as managing the school or the community recreation program, participating in community plays, assisting at a hospital, clinic, or dispensary, doing publicity for the department of the school, or making the school or its grounds more beautiful, should have far

[3] *Op. cit.*, Vol. III, pp. 107-08.

more practical value and lasting effect than merely studying, say, the play life and sports of ancient Greece and Rome, or theory from any textbook.

Survey type courses organized around contemporary problems not only should relate various fields of knowledge but might, by reason of their very comprehensiveness, be more likely to present topics with which the student is familiar. They thus offer opportunities for the student to become interested in a phase of work which has real meaning for him.

THIRD, *how is it possible to keep the teacher-training program flexible?* The program of the future is to be be based upon the preparation of the individual student for a society that is constantly changing. Thus subject matter as such will be of far less importance than actual experience. Students will be in contact with situations and will seek them out. They will then bring to discussion groups the problems arising out of these situations. Understandings and principles will grow each time anew, for each experience is different from every other and becomes increasingly useful if it is a part of actual conditions of present living. *Through continual contacts by students and faculty the environment will modify and reshape the curriculum.* The teacher-training program will thus never again become that type of sterile discussion which in the past stressed theoretical principles and methodology.

With the importance of previously mentioned variables understood, it is obvious that *each individual class course, each survey course, and the whole curriculum itself will be somewhat different from any previous or subsequent one.* It will be sensitive to all the constantly changing factors, seeking always to utilize whatever advantages are inherent in actual happenings, instead of trying to force passive acceptance of theories. Any outlined pattern should be only a suggestion. Modifications in the program will come as various needs, interests, and abilities of students appear, and as the community and the world about us change.

THE fourth question asks, *are provisions being made for the student to try out the theories he is learning?* The American Association of University Professors has defined good teaching as that which arouses the student to self-activity, or that which succeeds in getting the student to learn as a result of his own efforts instead of depending wholly or in large part upon the efforts of the teacher.

The essence of the problem is how to enable future teachers to contribute intelligently to their present living so that by this conscious present living they will later desire to and will actively function as members of a society which is increasingly trying to become cooperative. It is necessary, therefore, to offer students in training situations which are essentially active, that is, situations which call for participation. The student thus attacks real problems instead of only observing and memorizing facts.

Perhaps we can use with profit the methods by which the medical profession tries to assure itself of the competence of future doctors. A period of interneship could be set up in which situations of representative types are presented. Students could thus observe, practice, and see demonstrated varied activities in not only the schoolroom but also the community at large. This is practice teaching, yes, even practice living on a worth-while scale.

For example, there has been a movement afoot to make the physical education departments of teacher-training colleges and universities more of a community affair. An article in the *Research Quarterly* of March, 1936,[4] shows this tendency of the community and the school to cooperate in recreational activities. If this practice were extended through all teacher-training schools, it would give prospective teachers an unusually fine opportunity to learn how to adjust to and play with adults in social activities. Failure on their part to meet complete success would mean that they would bring back to the institution live, practical problems for discussion.

Practice teaching will serve not only as an experience that will enrich students, but, if accomplished in a variety of situations, will help them in ascertaining what and where they desire to teach. Practice teaching may thus be an exploration period in which the student discovers the future possibilities of the various fields of specialization. Some students may discover that they are not fitted for teaching and thus may select other fields of endeavor. Others may make a place for themselves for future employment. In any case this interneship should be started early and short periods could be provided even in the first year.

AND, fifth and last, *how can the curriculum provide experiences that will give the student a consistent, usable, and worth-while philosophy?*

Even if all the previously mentioned goals are achieved, there still remains the most essential aspect of college education. Somehow the student must acquire a philosophy that will act as a solvent, something that will continually relate or fuse every aspect of one's college experience. All individual development ought to be seen in its relationship, through the teacher, to the greatest possible contribution to mankind. To sum up, does the individual know himself and his purposes, needs, abilities? Is he having experiences while at school that will enable him to use all that he has gained as an instrument for the purposeful advancement of society?

In this most necessary portion of the teacher's equipment, we find little educational theory that is in agreement, and few well-developed attempts at formulating a consistent philosophy. Is it any wonder that upon graduation the student is likely to be confused? Specialized education should have a philosophy: otherwise it may contribute little to the larger group. For example, owing to lack of a working philosophy at the present time, some of the best-trained scientists are on their own efforts engaged in preparing gases and other weapons of war to destroy their fellowmen.

(Continued on Page 331)

[4] Donnie Cotteral, "A Study of the College Women's Physical Education Department in its Relationship to the Community's Adult Leisure-Time Activities," *Research Quarterly*, VII (March, 1936), pp. 94-109.

Rewards in Sports Programs

By

D. OBERTEUFFER

Ohio State University

REWARDS and prizes seem to be among us. We find them on every hand—the gold footballs at the end of the championship season, the placques for the winning softball teams, and the silver mug for the intramural foul-shooting contest.

We sometimes call them awards. That is incorrect. Webster's *New Intercollegiate Dictionary* favors the word reward: "That which is given in return for good or evil done." As awards, perhaps, we have come to know them; as rewards we should study them and examine into their use and function. For it will be suggested here that their use in our sport programs needs careful analysis and, perhaps, some modification.

Rewards seem ingrained now. We seldom see a physical education program without them. We have come to think of them as magnetic incentives and as just deserts. They have become significant administrative crutches and we get along so well with their aid that we have become insensitive to their spuriousness. The case in favor of them seems airtight. We have been exhorted to get out and "sell" our programs to parents, school boards, the community, and to the students; so the best way to sell anything is to make it as attractive as possible, and the best way to do that is to offer some inducement, some bait, which will draw the consumer, the participant. Give something tangible, something "worth looking for," something they can see and feel or wear around their necks or put up a trophy shelf.

This point of view holds that life is like that. Did we not have the reward of knighthood for chivalry? Don't we have the spoils system in politics? Or the Pulitzer Prize? Or a thousand dollars for the winner of the radio limerick contest? Or Phi Beta Kappa keys? Life is organized around rewards. We must make our physical education programs true to life. Therefore we must offer rewards. The practice seems to ramify throughout education. Palmer found on one campus an imposing total of 286 rewards given by the university for student enterprises of that many different kinds. The argument seems impenetrable.

Furthermore, it is said that *success* should be rewarded. It makes for better learning. Pat some ambitious student on the head and he will go forth to conquer the world. We have too little of the "flowers for the living" idea. We ought to have more of it. Penalties and punishment, of which this old world is full, need some counteraction. A suitable reward will stimulate by inflating his ego to the proper point of self-confidence, or assuage the feelings of the runner-up so that he feels all has not been in vain.

It is perfectly clear that a reward, in the form of a cup or a placque, may have any one of three effects upon the potential winner of it. It may serve as an incentive and thus draw him into something he might have passed by. It may serve as a reward for achievement, something to commemorate a past occasion. Or it may have little or no effect because he would enter the games anyway and does not care anything about what he gets out of it (in a silverware sense) if he wins.

Dewey recognized this first use, that of the incentive, in his analysis of interest as a basis for motivation.[1] If one believes that interest is a necessary and desirable accompaniment of an act, such as participating in a boxing tournament, then one becomes aware of the difference between a genuine interest and the false one. One may enter the boxing tournament because one loves boxing. The appeal of the contest finds an immediate and native response. The boy may almost literally crave that kind of action. It becomes, to him, vital and he finds himself readily identified with the sport. Or, on the other hand, boxing may not have such a strong appeal to him as a person, but he enters because his fraternity brothers encouraged him, or because it offered a means to "get even" with another, or because a cup could be won and thus honor brought on himself and his group. Such interests as these are not in boxing itself, but in the trimmings, the associate situations. They serve as decoys to *make* interesting the thing which itself *is not* interesting. This way of doing things assumes that the object or end to be accomplished is foreign to and outside of the self. "Because the object or end is assumed to be outside self it has to be made interesting; to be surrounded with . . . fictitious inducements to attention." Never, however, does the original character of the thing which we are trying to make interesting change. It remains foreign, and extrinsic. It will never appeal, by itself, until some identity can be established between it and the participant, and all the rewards and inducements become no more than false values in relation to the true value of the activity itself.

To use rewards as incentives, to "make" things interesting "implies . . . divorce between object and self. . . . When things have to be made interesting it is because interest itself is wanting." Thus, if participation in a tournament made little appeal to any given individual, to induce him to participate by means of the lure of a

(Continued on Page 332)

---

[1] John Dewey, *Interest and Effort in Education.* (Boston: Houghton Mifflin Company, 1913), Chapter I.

Musical Percussion

Its Place in Modern Dance Education

By

BEATRICE HELLEBRANDT

Department of Physical Education
University of Wisconsin

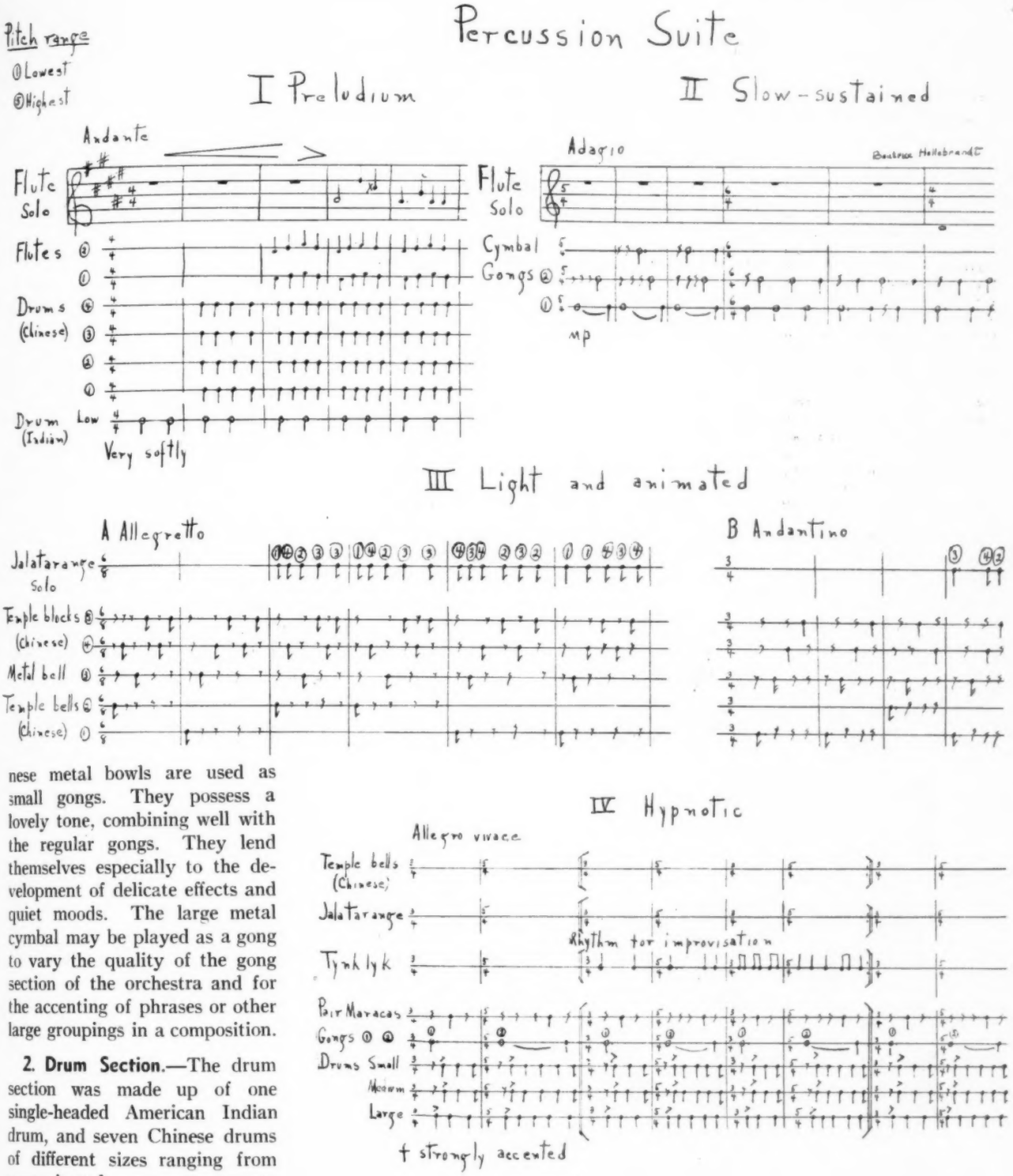
ACCOMPANIMENT for the modern dance is in a state of flux. A new music is being evolved to fit the structure of dances independently conceived. For the first time in the occidental history of the dance, an *art form* is being developed based upon techniques and aesthetic principles different from those of traditional ballet. Expressive movements, gestures, and attitudes as clean and discrete as those of the ballet, as definite as isolated words in prose or motives in music, are being combined and phrased in a powerfully articulate way. These are being used to depict contemporary life with a realism flowing from freedom of movement essentially foreign to the ballet. The rapid growth of this new point of view has aroused an unprecedented awareness among modern dancers of that which constitutes form and structure in dance. Dance composition is creating principles and techniques of its own springing from the laws which underlie all art forms. It is as yet difficult to predict whether the developing structure of the dance will progressively approach that of music or whether the inevitable laws of movement will produce an entirely new structure. If the latter becomes true, music written for the dance may remain, as Lehman Engel has suggested, largely a sound accompaniment, built of the fundamental elements of music, but combined in new ways far removed from long established musical principles of composition. It is in part the responsibility of the dancer and the teacher of the dance to point the way in this search for a suitable accompaniment. Its intelligent achievement demands the combined talent of the creative musician and the creative dancer. During this transitional and essentially experimental period, percussion instruments assume a certain educational importance, because they afford the dancer the opportunity of acquiring skill in the playing of simple musical instruments which may then be used for the composition of accompaniments on musical levels within her grasp.

The acquisition of proficiency in the playing of the primitive percussion and wind instruments is a relatively simple matter. Primitive instruments must not, however, be treated crudely because they themselves are rudimentary. They are capable of being handled musically within their own capacities, both in adroitness of performance and dexterity in composition. The values of percussion in the training of the dancer are four in number. First, with comparatively little direction a student dancer can learn to compose accompaniments involving simple melodic patterns. The range of melodic invention may be greatly increased by the addition of the voice or wind instruments to percussion. Second, percussion composition enhances the sense of rhythm and rhythmical structure more readily than performance on highly developed modern musical instruments, the difficult technique of the playing of which often obscures the acute perception of rhythmic patterns. Third, after relatively simple preparation, the dancer can gain actual experience in composing in the elementary musical forms now being used prevalently as the basis for dance composition—that is, the theme and variations, the A B A song form, the round or canon, and the rondo. Finally, the dancer may be taught to combine instruments effectively in accord with the principles of harmony, though harmonic development is limited because percussion instruments are incapable of very definite tuning and are restricted in pitch range.

Percussion instruments must be chosen carefully as to quality of tone, intensity, and pitch. The different sections of a percussion orchestra should be as well proportioned as the string, woodwind, brass, and percussion instruments of a symphony orchestra. A good percussion ensemble maintains a certain symmetry and weight between the metal and wooden gong sections, the drums, the melodic instruments, and what may be called the miscellaneous section. Each division must also be properly balanced within itself as to range in pitch and intensity. Because there are no standard instruments, every orchestra is unique in tone quality, interest, and color. It cannot be overstressed that recognized musical principles must guide the assembling of a percussion orchestra. By way of illustrating the rich possibilities in this field, a percussion orchestra assembled at the University of California is described.

The Percussion Orchestra

1. Gong Section.—The gong section was composed of seven Chinese gongs of different sizes, four small Japanese metal bowls, and a single large cymbal. The gongs ranged in size from approximately ten to twenty-six inches in diameter. Size does not always indicate relative depth of pitch. This is generally true, however. A large gong having a deep tone is necessary to sustain those instruments having less resonance. The larger gongs have the widest general use and the best quality of tone. Smaller gongs are more easily handled, are cheaper, and afford numerous interesting melodic possibilities. Japa-



nese metal bowls are used as small gongs. They possess a lovely tone, combining well with the regular gongs. They lend themselves especially to the development of delicate effects and quiet moods. The large metal cymbal may be played as a gong to vary the quality of the gong section of the orchestra and for the accenting of phrases or other large groupings in a composition.

2. Drum Section.—The drum section was made up of one single-headed American Indian drum, and seven Chinese drums of different sizes ranging from approximately ten to twenty inches in diameter. Chinese drums vary only slightly in pitch and tend to be too high in pitch. In general the more tightly stretched provide the best tone quality. To sustain the combinations of higher and smaller drums a deep-toned drum is necessary. The large double-

Above: An illustration of the method of scoring the various combinations of instruments in the first three movements of the "Suite for Sound Pieces and Dance Improvisation." Time is indicated as in music. The percussion sounds are written as notes, but since each has only one pitch, the score for a given instrument may be written on a single line in place of a regular musical staff. Pitch range is arbitrarily indicated by circled numbers. If instruments are combined to more nearly form a melodic scale, as the jalatarange in the Allegretto of Movement III, then the sounds of a group of different pitched instruments may be written on a single line. Such solo melody scales are always played by one person, and this form of notation simplifies the reading of the score. The regular treble and bass staff are used only when the instrument is tuned to standard pitch, as illustrated by the Andante of the Preludium. Right: Part of Movement IV of the Suite.

headed American Indian or African drums are ideal for this purpose. The so-called Wigman drums having a single head and keys for tuning may be used to complete the drum section of the orchestra. These do not blend very successfully with the more primitive, untuned instruments, but they are very useful for special purposes of accent.

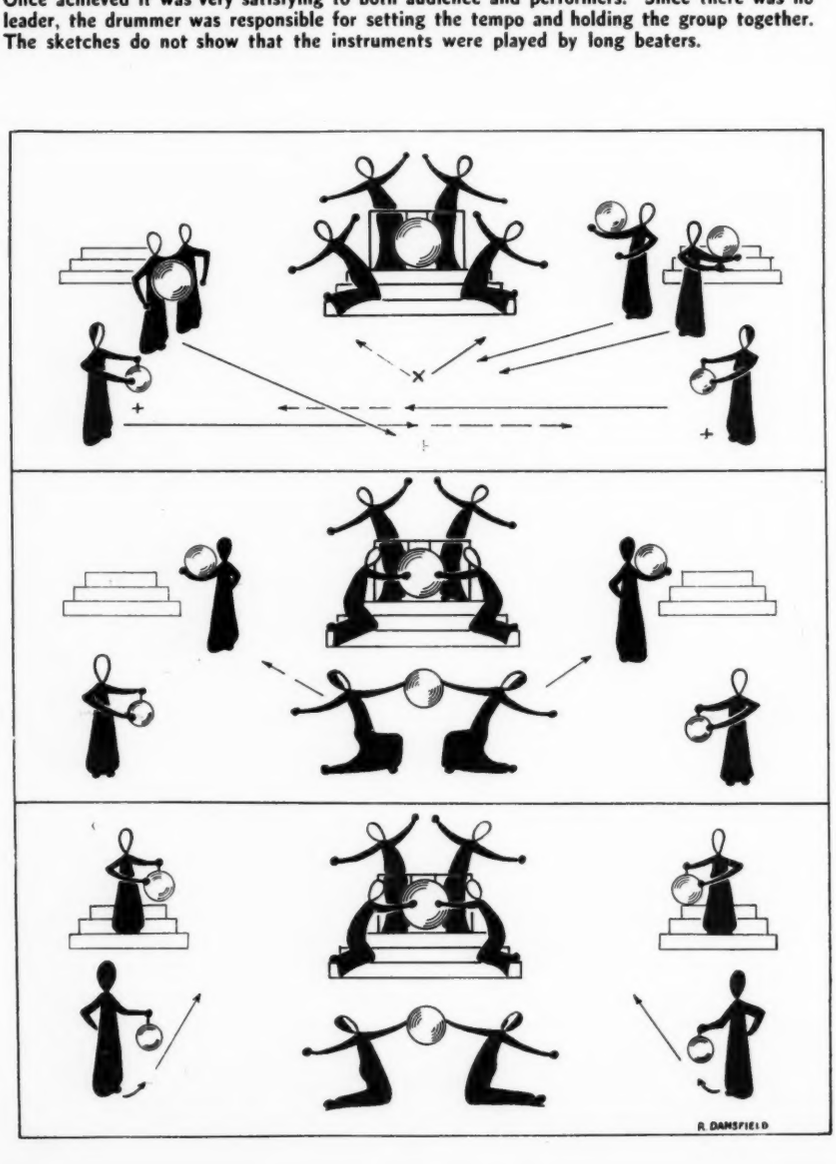
3. Wooden Gong Section.—The wooden gong section consisted of a set of five Chinese temple bells of different pitch and three temple blocks. Temple bells are hollow wooden gongs, frequently used in the jazz orchestra. Their tone quality is pleasant, staccato, and penetrating, but not sharp. They combine excellently with drums, the tynklyk, and gongs. The temple blocks are similar, differing only in shape. They have a much sharper tone and are useful for staccato accents, especially when the temple bells tend to be overshadowed by the drums or gongs in a climax.

4. Melodic Section.—The melodic section included a tynklyk, a Javanese marimba type of instrument having bamboo keys and a tone of lovely quality. It is played like a xylophone but is not of standard pitch. It is tuned to a pentatonic scale. It lends itself to the development of more complex melodies and rhythmic elaborations. The melodic section also included a jalatarange, the name given to a set of special Chinese rice bowls. These can be obtained in groups of eight or twelve. With the addition of water they may be tuned to standard pitch but it is almost impossible to obtain a complete scale. Their tone quality is very interesting but most penetrating. The jalatarange does not combine well with the majority of instruments. Even though the entire orchestra is playing, it stands out prominently. It is less useful than the other primitive instruments in inexperienced hands.

5. Miscellaneous Section.—The miscellaneous section included such instruments as a pair of small metal finger cymbals, two pairs of wooden finger cymbals, and two pairs of maracas or rattles. The latter become monotonous if used too much and easily overshadow the other instruments. A witchstick and a güiro are less adaptable instruments, serviceable for special accents.

A large variety of beaters are a necessary part of the accessory equipment of a percussion orchestra. Each instrument has its own best beater. Additional beaters may be used to vary the quality for specific purposes. The tone of a gong inherently beautiful in quality may be marred when the instrument is struck by a beater which is too hard. In general, the larger the instrument the heavier the beater should be for the development of fuller tone, and the more flexible the surface

The diagrammatic sketches on this page and opposite demonstrate the underlying idea upon which was developed the Gong Study. The lines indicate the progression of the dancer. In the first diagram, the movement pattern was introduced by a short prelude played by a center gong. The 2/4—3/4 mixed rhythm characteristic of the composition then commenced. The central stationary gong was struck on the first beat. The smallest gongs sounded on the second beat, the dancers crossing simultaneously to the opposite side. When they reached the center of the stage, the two playing the pair of intermediate sized gongs commenced moving forward. They separated and progressed one on each side toward the corner steps as the pair playing the single larger gong came forward. Whereas the center and two smallest gongs played on the 2/4 measure, the others developed a syncopated pattern on the 3/4 measure. After the introduction, illustrated by the first sketch, the different gongs were used to change the harmonic texture of the music, with a gradual growth in the volume of sound, progressively mounting from the playing of a single gong to the mass grouping as shown in the last sketch on the opposite page, during which they combined to form one chord, alternating with the largest gong which was played off stage. The unremitting accompanying drum rhythm, though subdued, was very intricate and held the structure of the music together. To dance and play concurrently was at first difficult. Once achieved it was very satisfying to both audience and performers. Since there was no leader, the drummer was responsible for setting the tempo and holding the group together. The sketches do not show that the instruments were played by long beaters.



struck, the harder the beater. An infinite number of subtle variations in tone quality are possible by the use of different types of beaters applied to the whole galaxy of instruments.

Music built upon the major and minor scales is but a small part of the music of the world. The trend of the day is to break away from this tradition and experiment with the use of different scales. Percussion instruments lend themselves to such arrangement. Exquisite effects are obtainable with the tynklyk, which gives two five-tone scales. Ten drums may be used to form one scale, seven gongs another. These may be called melody scales. They are similar to the raga tunes characteristic of Hindu music. If carefully assembled and sensitively used in a musical way, an orchestra of instruments not in standard pitch and incapable of accurate tuning can be combined successfully to give new and interesting sound effects as a background of genuine artistry for modern dance. To demonstrate what may be accomplished in the realm of musical percussion, a suite composed for sound pieces and dance improvisation and a gong study are presented.

Suite for Sound Pieces and Dance Improvisation

A composition in four movements, Preludium, Slow-sustained, Light-animated, and Hypnotic, using most of the resources of a relatively well-balanced orchestra. The instruments and players are upon the stage and the dance improvisation takes place in front of the orchestra.

1. **Preludium.**—The first movement was arranged for three wooden German flutes, four small Chinese drums played by hand, and a single-headed American Indian drum. It was based on an eight-measure theme in 4/4 time played by one of the flutes, followed by a set of variations. The other flutes accompanied with a simple repeated rhythmic figure, the drums gave the metric beats, and the large drum supplied the underlying accents.

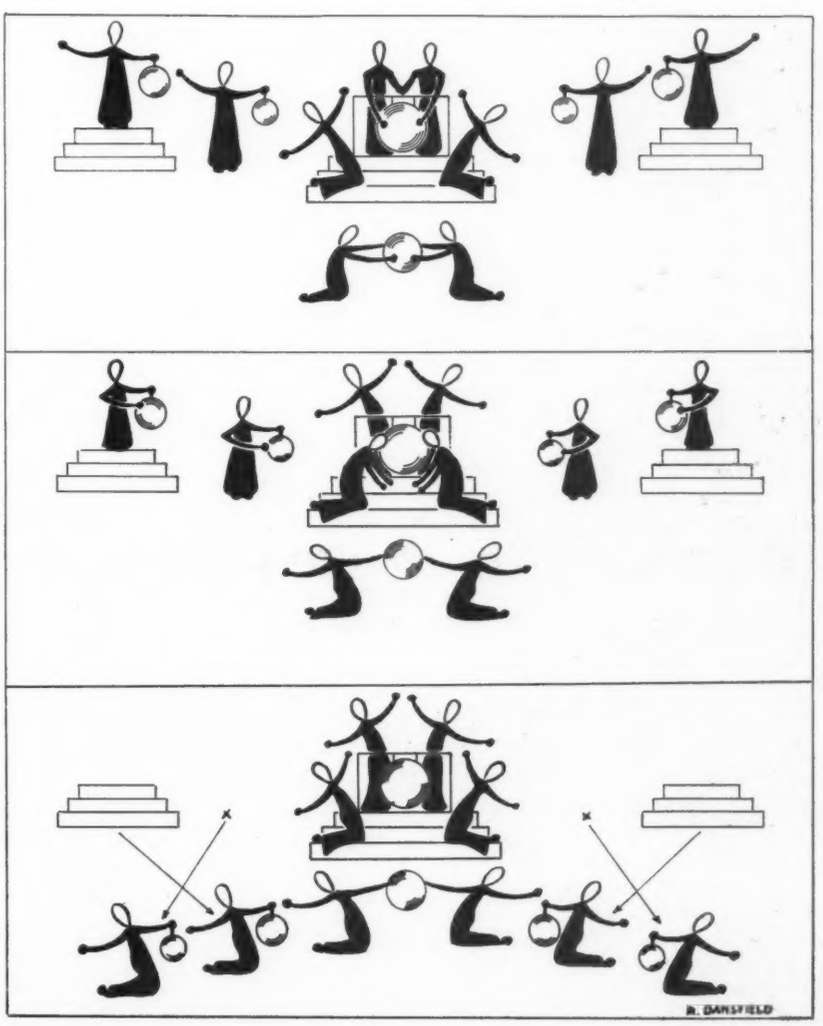
2. **Slow-sustained.**—The second movement was composed for a flute solo, two large Chinese gongs, one large cymbal, and three Japanese metal bowls. The gongs furnished the simple accompanying figure, opening in 5/4 and changing to 6/4 and then returning to 5/4 time. They were played in two different tone qualities by using the full tone in addition to a light sharp tone produced by a hard beater. The cymbal supplied an occasional accent.

3. **Light and animated.**—The third movement was composed for the jalatarange having a melody scale of six notes. This solo was accompanied by two Chinese temple bells, two temple blocks, and one metal bell. It was written in A B A form. The accompaniment of the A section consisted of two double-measure rhythmic figures, alternately repeated against a mixed rhythm of 6/8 and 3/8 time in the melody. The B section was in 3/4 time with two new accompanying figures and a new melody built on three-measure phrases. The A section was then repeated.

4. **Hypnotic.**—The final movement was an improvisation in turn for three solo instruments, the tynklyk, jalatarange, and Chinese temple bells. These were accompanied by a full orchestra of large, medium, and small drums, two large gongs, and a pair of maracas.

(Continued on Page 334)

The sketches illustrate how the movements of the dance were developed entirely within the limitations of playing the instruments. After the introductory phrases, the striking movement and the back swing always came on the 2/4 measure, some on beat one, the remaining on beat two. The alternating 3/4 measure was an elaborated movement of recovery based essentially on a very large sweeping back circle of the extended arm holding the beater, the sound in that measure being sustained by the gong played off stage. The sketches in no way portray the complete movement variation of the study. They merely suggest the interesting modulation of design in floor and body pattern which may be evolved out of the simple movement of beating a gong.



It Can Happen Here

By

A. LESTER CRAPSER, Ph.D.

Director, Health and Physical Education
State Teachers College, East Stroudsburg, Pennsylvania

TO THAT vast army of health and physical educators who are struggling along against the seemingly overwhelming odds of lack of proper facilities and an unsympathetic attitude on the part of administrative officials and school boards, it is refreshing to be able to present a word- and photographic-picture to prove that our objectives can be brought about through sensible cooperation.

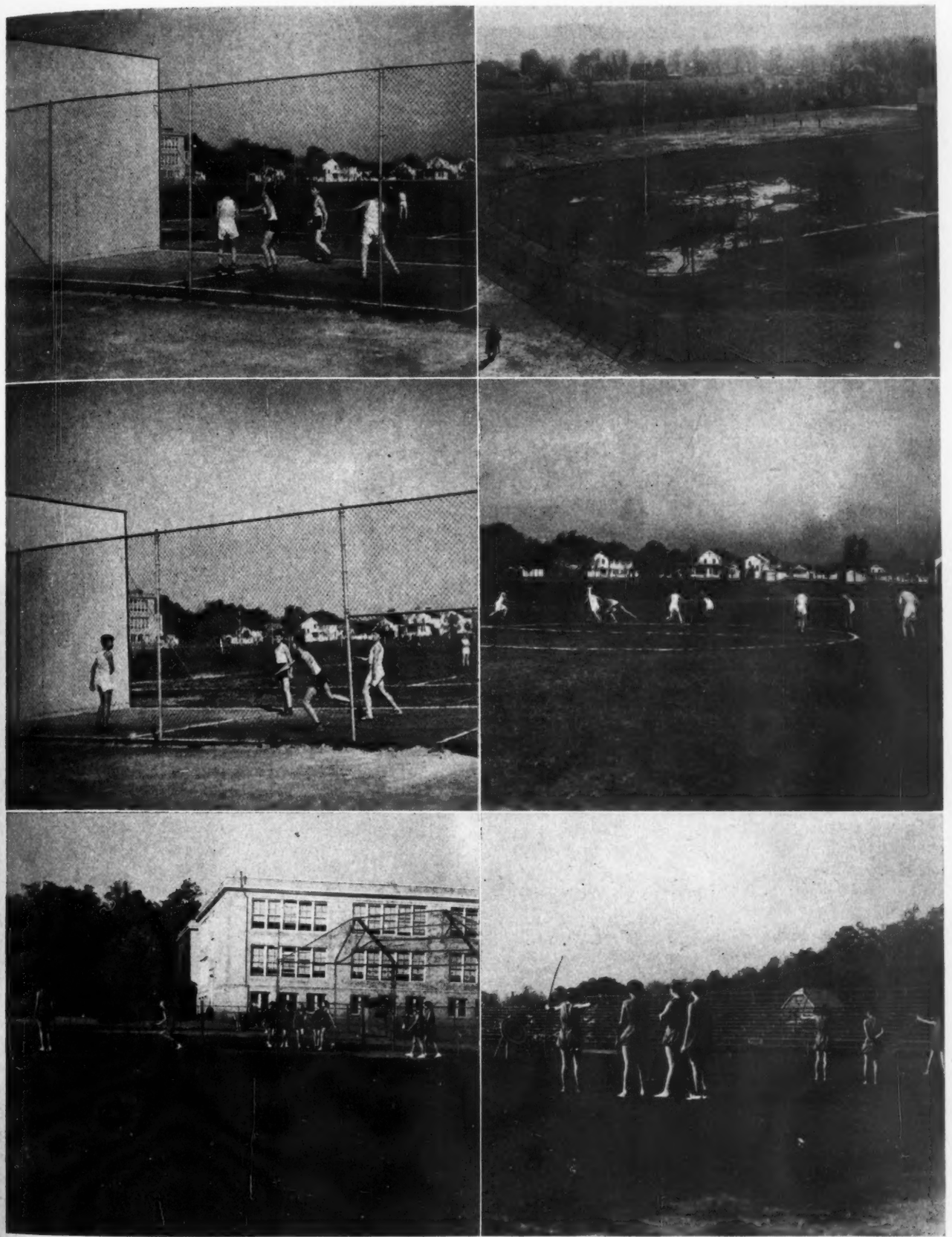
The first glance at the accompanying air view of the Roxbury Township School at Succasunna, New Jersey, would give one the impression that he was looking at a layout for some large college or university instead of a comparatively small township school that houses some four hundred and fifty children.

The high school building (top, right center) has a full-time school nurse, with a finely equipped office, in which a clinic is held once a week for pre-school children. All children, are, of course, required to be vaccinated and are urged to submit to diphtheria immunization.

Two full-time physical directors—a man and a woman—conduct classes in hygiene, in addition to the usual

(Continued on Page 339)

Airplane view of Roxbury Township (New Jersey) High School athletic and play facilities. The ten-acre area, adequately fenced, gives this small high school a regulation quarter-mile track (1), football field with seating capacity for 3,000 people (2), two regulation baseball diamonds (3), four tennis courts (4), four handball courts (5), soccer field, (6), and complete children's playground (7).



The six photographs on this page give an idea of the simultaneous use being made of all the play facilities. Handball stirs the interest of a group of boys, while some girls play softball on one of the baseball diamonds. Another group of boys have a game of soccer. Archery enthusiasts set up their targets on one corner of the football field.

The Journal of
HEALTH and PHYSICAL EDUCATION

Published by the
AMERICAN PHYSICAL EDUCATION ASSOCIATION
at Ann Arbor, Michigan

E. D. MITCHELL, Secretary-Editor
ELIZABETH NOYES, Assistant Secretary

Contributing Editors

Mr. George B. Affleck
Ross L. Allen, Dr. P.H.
Miss Ethel M. Bowers
A. D. Browne, M.D.
John Brown, Jr., M.D.
Miss Rosalind Cassidy
Frederick W. Cozens, Ph.D.
Miss Ruth Evans
Miss Edith M. Gates
Miss Mary E. Gross
Mr. Strong Hinman
Mr. A. S. Hotchkiss
Allen G. Ireland, M.D.
Charles H. Keene, M.D.
William R. LaPorte
Miss Mabel Lee
Mr. F. W. Luehring
C. H. McCloy, Ph.D.
J. H. McCurdy, M.D.
Jay Nash, Ph.D.
Mr. N. P. Neilson
D. Oberteuffer, Ph.D.
Miss Ethel Perrin
Frederick Rand Rogers, Ph.D.
Mr. James Edward Rogers
Mr. Carl L. Schrader
Mr. George T. Stafford
S. C. Staley, Ph.D.
Mr. W. K. Streit
Mr. Randall D. Warden
Miss Anne Whitney
Jesse F. Williams, M.D.

VOL. VIII MAY, 1937 Number 5

Community Service for Physical Education

THE movements of health, physical education, and recreation are fortunate in having so many group agencies in the country at large and locally, in the community, that are contributing to their work. We, who are in school service, seldom take time to think of the fact that for years other agencies have also been helping to offer facilities and means for the optimum physical development of the youth and adults of America. And yet their contributions have been most noteworthy, so much so that it seems timely to pause frequently to bring them sharply into perspective. In nearly every case these agencies have been created to meet the need of changing social conditions; often, their functions overlap; and frequently those agencies which have some specific or immediate contribution to make gradually disappear when this work is done or else merge with some other group that has long-term planning in mind.

Let us review the contributions of several of these agencies. It is of interest to know that the Women's Christian Temperance Union was one of the earliest of these organizations that helped our profession. Its interest was centered on the evils of alcohol and narcotics, and the power of the W.C.T.U. is readily demonstrable to one who has scanned the legislation pertaining to health and physical education. As a result of its efforts, the teaching of the detrimental effects of these drugs was made mandatory in practically every school in the country, and was the predecessor of our modern school health education program.

Concurrent with the aforementioned movement was the work of the various state tuberculosis associations, in turn divisions of the National Tuberculosis Association. Their emphasis was on hygienic living, *Health Habits,* through an imaginative approach of *Health Crusades,* and their influence reached into the public schools and was generously received by educators. The Sixth International Congress on Tuberculosis in 1908 passed resolutions endorsing and recommending the establishment of playgrounds, the offering of instruction in personal and school hygiene in all schools for the professional training of teachers, and the introduction of courses of hygiene and sanitation in colleges and universities. Education has been the approach of the National Tuberculosis Association since its inception. Certain of its education projects of today are well known—demonstration teaching, continuation of stress on wholesome living, sufficient rest for underweight children, increased use of tuberculin test and X-ray for the early diagnosis of tuberculosis—these and others are all phases of the current and commendable program of this important welfare organization.

Closely related to the work of the N.T.A. were the early efforts of the American Medical Association. Its Committee on Hygiene even in the middle of the last century was concerned with the pernicious effects of the extensive use of tea and coffee by growing children. Projects of its sponsoring consisted of scientific displays, health education literature, particularly the Journal, *Hygeia,* and campaigns directed toward the elimination of charlatanism, quackery, and commercialism; all of which contributed much to the health aspect of our professional field.

The American Child Health Association and its predecessors, the Child Health Organization and the American Child Hygiene Association, have also contributed pioneer work in health education, primarily for younger children. The American Child Health Association conducted the most extensive school health study in school history during the years 1925-1930. Its many health education conferences have resulted in literature which is constantly used for reference.

Other than strictly health organizations, however, have also been interested in the health of school children. Closely connected with the schools are the various Parent Teacher Associations with their interest in the Annual Roundup, the removal of physical defects, the securing of playgrounds, and other projects affecting the physical fitness and happiness of the child.

In more limited health fields, we find the American Social Hygiene Association, the United States Public Health Service, the New York Commission on Ventilation, the organizations for crippled children, the service clubs (with their assistance for crippled children, milk funds, scouting programs, camps, etc.), the state and city boards of health, the American Red Cross, the National Safety Council, the insurance companies, the Children's Bureau, the American Association of School Physicians, the Highway Education Board, the Junior Red Cross, the various foundations doing health work, the American Cleanliness Institute, and the Health Section of the World Federation of Education Associations all contributing toward the goal of health education as expressed in the Children's Charter. Unfortunately, space does not permit the elaboration of the individual contributions of these many specific agencies.

But now let us turn briefly to some of the groups which have done outstanding work in other phases of our program, particularly athletics, recreation, and general physical education.

The German Turnverein gave great impetus to the popularity and introduction of physical education in the United States. Being one of the earlier agencies, its work was characterized by the programs of the old country. Its emphasis on all-round physical development through activity is well known. The Turnverein is still effective in its contributions today. In more recent years the Sokols in this country have also busily promoted the physical welfare of their members and assisted the progress of the physical education program in the schools. Then, too, in physical education, the Young Men's Christian Association and the Young Women's Christian Association helped to bring the benefits of exercise to thousands of boys and girls and men and women in this country. By 1895, these two organizations and their influence were widespread. They both continue among the strongest agencies in the field.

In the more informal type of physical education, we note several agencies doing effective work early in the present century, i.e., the Boy Scouts, Girl Scouts, Camp-fire Girls, Catholic Youth Organizations, the Young Men's and the Young Women's Hebrew Associations, the Boys' Clubs of America, and many churches and industries. More recently, one notes the work of the governmental agencies abetting the program of physical education. The Civilian Conservation Corps camps have individuals designated as physical education directors to conduct the physical activity program of the campers. The National Park Service is constructing camps which are to be maintained by local communities and civic agencies, particularly service clubs. The F.E.R.A. and W.P.A. have made possible the construction of many new gymnasiums, swimming pools, athletic fields, and similar educational units.

The line of demarcation between informal physical education and recreation is difficult to designate. Many of the agencies already mentioned in the preceding paragraph have made significant contributions to recreation. In addition, those more strictly recreational organizations such as the National Recreation Association, the Leisure League of America, and the Woodcraft League, have achieved far-reaching accomplishments which deserve recognition. The W.P.A. recreational program has succeeded in reaching rural areas, a much neglected field. The American Camping Association is gradually affecting more and more youth of America by furthering the camping movement.

Again, in athletics, one is impressed by the combined efforts of many of the above organizations in making athletics available to all. Augmenting the agencies already mentioned are the Amateur Athletic Union, the National Amateur Athletic Federation, Sigma Delta Psi, the Foundations, especially the Carnegie Foundation for the Advancement of Teaching, and finally, the many national sport associations fostering the interests of some particular sport.

One is truly amazed by the formidable number, some three score, which, while organized outside of the jurisdiction of the schools, are effectively helping to make the program of health, physical education, and recreation in the United States outstanding in the world.

Intelligent Use of Tests

IN THE early stages of any movement, many misunderstandings are apt to develop. This is at present true of tests and measurements in the field of physical education. We see this in the all-too-frequently heard statements to the effect that such and such a test is too complicated and is not practical. While such criticism generally comes from individuals who are not thoroughly conversant with the field of testing, or with the specific test under discussion, it does much damage and may even retard the progress of the testing program as a whole.

Tests and measurements in general may be divided into two groups. One group consists of the tests which are useful in a practical program and should be in the armamentarium of every intelligent teacher. These tests are, at present, in the minority. The other group is made up of tests whose primary usefulness is in the aid to research. In general, the research tests, which are usually both accurate and trustworthy, are apt to be too detailed, too time consuming, and too uninteresting to the pupils to be used routinely, but they were not designed for that purpose. If we are to improve our program we must do research upon it, and to do accurate research we must have accurate instruments of measurement. Hence, it is incumbent upon at least a few physical educators to develop accurate tests and to utilize them in the study of problems concerned with the improvement of program content and methods. Such tests, when validated, should be published in studying similar problems, but they should not be confused with the simpler tests for use in the routine measurement program. Teachers unwilling to obtain the necessary background of technical knowledge concerning these research tests and not interested in using them for research purposes should leave them alone. Many of them are, at present, reliable and objective but not yet validated, and the results are subject to gross misinterpretations, especially by those not versed in test theory, who sometimes attempt to use them to measure things for which they have not at all been adapted.

It may at times be useful to experiment with the more complicated tests, but in doing so it should be remembered that these tests are not the final word on the subject but only the groundwork upon which other shorter, simpler, and more refined tests may eventually be built.

As has been stated many times in the testing literature, no one should use a test unless he knows its purposes and can profitably utilize its results to better his program. If this rule is followed, and if the teacher will endeavor to read understandingly the literature put out in connection with the different tests before using them, drawing his own conclusions to supplement the author's statements, which may be colored in favor of his own test, much of the misunderstanding referred to above will be eliminated, and the testing movement may be saved from the ofttimes uninformed criticism of its enemies, as well as from the overzealous enthusiasm of its friends.—*By C. H. McCloy, State University of Iowa; President of the A.P.E.A.*

Let it Be a Treasure Hunt

By
EARNESTINE CLARK
and
LALIA LEWIS
Senior Majors in Health and Physical Education
Texas State College for Women
Denton, Texas

THE treasure hunt has survived the days of lawless plunder and has become an acceptable form of recreation. It will furnish an evening's entertainment, and demands full use of the participants' mental, physical, and social abilities. A hunt has an instinctive appeal to the human race, and the word treasure conveys pictures of ships laden with bounty guarded by mutinous pirates and caves with secret passages containing chests of silver, gold, and jewels that glisten even in the dark.

Since Captain Kidd is the hero of the most thrilling treasure hunts, a pirate treasure hunt under the auspices of that notorious gentleman was instigated by the physical education department of our college.

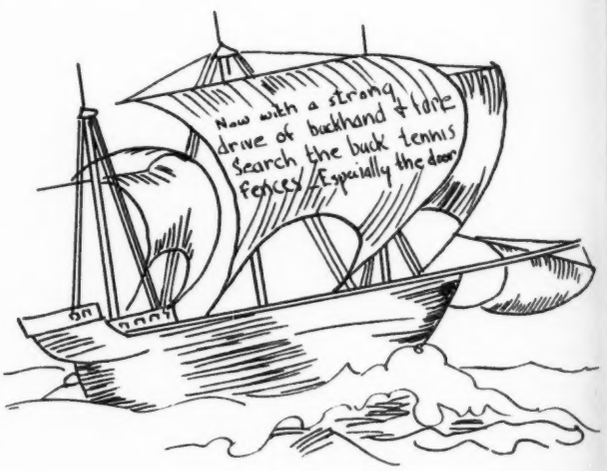
The guests arrive, transformed into vicious-looking pirates girded with cutlasses and sabers, with earrings and oilcloth boots adding glamour to the scene. Each pirate is given a name card and draws from the death's head box the name of the crew with which he is to hunt.

Guests then enter the barroom of the Inn to slap backs with pirate foes and exchange tales of adventure until the last treasure-seeker arrives. By this time the campus cabin has truly taken on the aspects of a pirate inn: its walls are decked with pirate pictures and dangling skeletons, pirate plunder fills the vacant places, and bony structures tell their stories from above the fireplace. The pirates find themselves in a ghastly but perfect setting for their new adventure.

The bartender summons the group together and begins the ceremonies in a properly mysterious fashion by producing an ancient, time-worn and yellowed scroll, and reading from it the message to all the pirates from Captain Kidd.

You bloodthirsty pirates from the Inn of Benbow
Would murder each other this secret to know
But hold off, me hearties, you're all in one crew
There's treasure for all if you follow the clue.
Once when pursued hard, Cutthroat and me
Hid a treasure of bullion and hastened to flee.
Silver and gold more than eyes can behold
We hid in a chest and the secret ne'er told.
Cutthroat was beat at his own game that night
By a Ubangi savage—a most gory sight!
I escaped with my life, but never returned
It's no fun to follow my own clues I've learned.
The treasure I offer is very well hid
Good luck to each pirate—your own Captain Kidd.

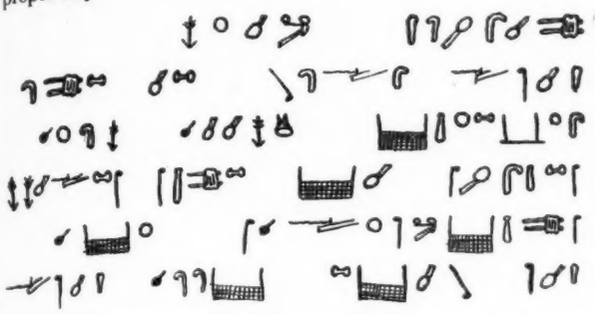
The challenge delivered, the bartender designates the gathering place of each crew and clue No. 1 is revealed to every group:



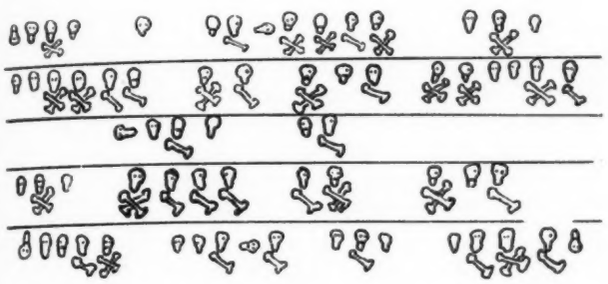
We watch the *Murderous Crew* as they reach the tennis courts as directed by their first clue. They realize that Captain Kidd knows all the ropes of hiding treasure, and they go to work gallantly trying to interpret their second clue (see bottom of opposite page).

We find the crew of the *Onlooker's Horror* at the

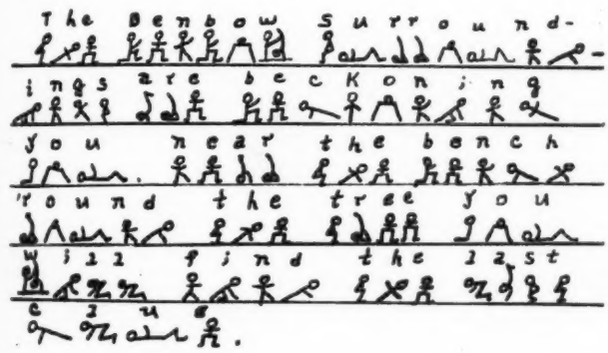
soccer goal, trying to solve this cryptogram with the proper key:



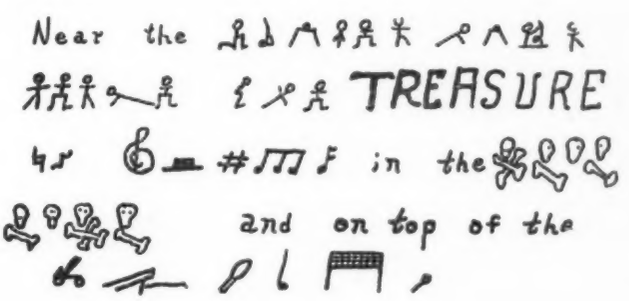
The *Graveseekers* use their key to unravel the following:



Near the end of the trail we see the Cutthroat's Clan at the basketball courts examining their new key and tumbling code:



Following this clue carefully, the Cutthroats are the first to discover the sign "Dig Here." The Graveseekers are close behind, and both groups dig as only real treasure seekers can. The other groups arrive on the scene just in time to see the treasure chest uncovered. All of the pirates eagerly watch, directing the rays of their flashlights toward the mysterious looking chest as one of the Cutthroats wrestles with the lock. The lid is thrown back, the pirates crowd closer to behold—the final clue:



The treasure is a chest filled with bags of gold and silver candy money. Once more a message from Captain Kidd is discovered:

> Congratulations, pirates!
> Now return to Benbow Inn, and
> Since you've found the treasure,
> You're sure a meal to win.

The Benbow Inn has been converted into a dining hall with pirate waiters to seat the pirate guests, pass the pirate menus, take the pirate orders, serve the pirate dishes, and sing the pirates songs. The treasure is equally divided and the pirates disband, carrying with them a pleasant memory of Captain Kidd.

The success or failure of a treasure hunt is determined long before the day of the hunt arrives. Complete organization of the group during the entire evening must be planned. The keenness that competition lends to the

(Continued on Page 337)

Clue Number Two of the Murderous Crew

Corecreation in Wichita

By

EMORY L. COX

Department of Health and Physical Education
High School East
Wichita, Kansas

CORECREATION was first introduced into the Wichita Public Schools in September 1936 by Strong Hinman, Supervisor of Health and Physical Education. Facing public disapproval and criticism, Mr. Hinman stood fast to his convictions and after several protests met the Board of Education and sold his program to the administration.

There are six junior and two senior high schools in Wichita. In organizing the initial program, the high schools held corecreational classes each Friday, and the junior high schools devoted the last Friday of each month to activities for mixed groups. In the beginning, all boys and girls wore the standard gym suit, but in weathering the first storm of disapproval from a local church paper, our one retraction was to adopt the school clothes for corecreation. The boys, girls, and instructors are quite firmly convinced that if the program is to be at its best, the standard gym suit should be used for all activities, with the possible exception of the rhythm classes.

THE philosophy of corecreation may be summarized briefly with these principles:

1. It is natural for boys and girls to want to work and play together. However, in many cases the biological attraction between the two sexes is first manifested by a decidedly obvious antagonistic behavior.

2. At certain ages, play is a serious and important business with children. By mixing the sexes at this age, play may be used as a medium to broaden the experience and enhance the development of the individual.

3. Corecreation tends to develop courtesy—courtesy in play, courtesy in speech, and gentleness in manners.

4. Corecreation develops poise and confidence. There is no doubt but that self-consciousness, false modesty, and mental and verbal awkwardness are partially overcome in many of our boys and girls through our present physical education program.

5. Here we find a wonderful opportunity of acquainting the individual with the vagaries of the opposite sex. It is an ideal situation for boys and for girls to learn why the opposite sex acts as it does. It is hoped that this experience will pave the way to a better understanding of the minor disturbances of the adjusting period of early married life.

A paper prepared for the Health and Physical Education Round Table Meeting, Kansas State Teachers Association, Seventy-Third Session, Winfield, Kansas, November 6, 1936.

TO organize a corecreational program for the first time, several pertinent factors must be considered. First, we must pioneer with vision and courage. It takes courage to face a community with a new idea. It takes ability to sell your idea to the community. Second, it will be necessary to plan to give time and study not only to the program as a whole, but to each daily program. The activities must be such that young people are able to engage in them joyfully and naturally. It is most important to select, for the most part, those activities which these young people will engage in as adults. Third, we are working perhaps with a group of boys and girls who are conditioned against corecreational activities. Fathers and mothers have emphasized early in life the "he-man" and "tough-guy" attitude for their little boy. Such a boy feels that to play with girls labels him as a sissy. Far too many mothers also object to raising girls as tomboys. Fourth, and most important of all, in spite of the facts given just above, it is natural for boys and girls to want to work and play together. The desire may have been inhibited so long that it is difficult to bring it out, but it is there just the same, and careful and thoughtful planning will develop it.

In the administration of the program, no excuses should be allowed from participation, except for health reasons. The old saying that you can lead a horse to water but you cannot make him drink does not always hold true. We know this from our experience in Wichita. When square dancing was first introduced as a corecreational activity at High School North, it was necessary to force many of the boys into participation. The backward and perhaps awkward boy was far too self-conscious to take part upon mere invitation. The result of this action was carefully studied and it was found that the boys who at first hesitated to take part were the very ones to put the activity over; they also were the ones who were constantly asking for excuses from study hall to square dance. In order to assist this program, the electricity department of North High School constructed a public address system and in this way, the man who called the dance was clearly heard in all parts of the gymnasium.

In contrast, a different procedure was used at High School East last year. In this case, participation was optional with the student, and the gallery was packed with boys who were unable to "face the spot-light." With four or five hundred boys and girls in one gym class, the winter program was limited primarily to mass volleyball (three courts), swimming (one pool), and rhythm (50'

by 100′ floor). Many of the boys dropped out of rhythms because of some friend's applause or unkind remarks about his awkwardness.

THIS year, in starting our winter program at East High School, a different procedure was used. In the first place, the physical education department purchased a public address system valued at three hundred dollars. All sophomore boys and girls are now required to participate in folk dancing. Participation is optional with junior and senior boys and to our surprise and pleasure, practically all of the junior and senior boys are not only choosing rhythms but they are crowding the head of the line to ensure having a partner. In pairing the boys and girls, the boys are lined up single file in the boys' gymnasium and as the girls walk through the connecting door from their gymnasium, they are matched into pairs. We feel that we have taken a step forward recently in allowing some of the boys and girls to form their own couples. We usually began our program with the Cicilian Circle, and then followed with the Quadrille and the Virginia Reel.

It is worth repeating that from our experiences at East High School we feel it is very important that all boys and girls should understand that they have no option and that rhythms is to become a part of their regular school work. Certainly the success that we have enjoyed justifies the means.

The fall and spring programs are organized for nine weeks each, and are very much alike. The different activities are announced to the classes and each student may elect the activity in which he or she wishes to take part.

The activities which are offered this year and the number of students who may be accommodated follow: tennis, sixty; swimming, unlimited; playground ball, unlimited; tetherball, sixty; volleyball, one hundred; badminton, thirty-two; rhythms, unlimited. Once each month we offer an all-school social dance. The dance is without charge and it has proved to be quite popular with the student body.

We plan to add to our spring program shuffleboard, croquet, ring tennis, table tennis, and games and relays such as progressive dodgeball, rounders, club snatch, jump the shot, streets and alleys, partner tag, and of course many others.

To organize the activity itself, different instructors will use different methods. Leaders are used to keep score, officiate, and handle all equipment, so that action is brought about as quickly as possible. In mass game activities, the hour should be planned so that every minute is utilized and the game should be changed often. Boys' teams should not play against girls' teams. In all games, it is best to mix the boys and girls on different sides. In playground ball it is a poor plan to let all of the girls play out in the field or to let boys captain all teams. I doubt the advisability of boys pitching fast balls to girls. It works very well to let girls pitch at least half the game. Boys should be cautioned to play their position in volleyball. Instructors must be alert for those things which spoil the fun for the group. In studying our program this fall, it was found that we had not a few senior girls who cared nothing at all about playing tennis with sophomore boys. They very frankly asked that they be paired with boys of their own age.

Many problems such as the few mentioned will arise in your school and must be met with good judgment.

CORECREATION should not be introduced into a school until after some high-powered preliminary organization. There must be absolute cooperation between the boys' and the girls' departments to decide which activities will be sponsored by the different departments.

Boys and girls should be taught game rules separately. In my opinion, the hour should be strictly recreational and instruction should be limited to the minimum. However, where instruction is used, as in square dancing, it is most important that the instruction be thorough and coherent.

We found it helpful to discuss corecreation during our health and character talks, emphasizing the ideal sportsmanship involved in corecreation. It is necessary to sell the squad leaders the idea in the Leaders' Club meetings and above all, to impress the leaders with the importance of their dancing, tagging, and mixing with the opposite sex.

To develop a mind-set for wholesome companionship with the opposite sex, it is first necessary to condition the individual. In doing this it is important to make corecreation as pleasant and enjoyable as possible. In introducing the new program, it may be wise to start with low skill activities. Use familiar games and relays that call for mass participation. Quiet games, party games, chess, and card games have been used successfully in the early program. There are many books on games and relays but the activities for the corecreational program must be selected intelligently.

It is good psychology to use the so-called competitive instinct, and to motivate competition by using a scoreboard. The enthusiasm and pep is much greater when the score is called out occasionally.

There are many other activities which may be added to the program. For example, The Kansas State Teachers College of Emporia sponsors a mixed class in classical dancing. One of our Junior high schools has put on a mixed demonstration in gymnastics. Pyramid building was featured with the boys and girls in standard gym suits. The auditorium was packed with parents and patrons and only favorable comments were heard. North High School will add canoeing and archery in the near future. Golf has already gained favor in many schools.

The program will depend in a large measure upon physical equipment and climatic conditions. The size of the student body and the teaching staff will determine to some degree the activities to be offered.

In conclusion, may I assure you that the city of Wichita has accepted our corecreational program; the students feel decidedly slighted if the program is interfered with; and our instructors are confident that the program is here to stay.

Naturally, during our first year we made mistakes. But we have tried to correct these, and we are confident that the present program is received with enthusiasm.

Swimming Pools in Europe

By

HERBERT G. ALLPHIN

Swimming Instructor
University of Kansas

IT WAS my good fortune last summer to visit eight different countries of Europe in connection with a trip to the Olympic games. Having a special interest in swimming, I welcomed the opportunity to make observations of many swimming pools, fifteen in number to be exact. Sometimes it was difficult to have a conversation with swimming pool managers since we did not speak the same language, but with some knowledge of French and German, a dictionary, and the ability to make signs the following data were collected.

The first pool visited was Les Piscines Molitor, in Paris. It so happened that the manager of this pool spoke English. They had two pools—one indoor and one outdoor. The indoor one of course could be used during the winter, while the outdoor pool is frozen and used for a skating rink.

Instructors were giving swimming lessons the morning I was there. They were teaching the breast stroke to beginners with the aid of equipment, such as an inflated belt, flutter boards, poles, and a rope extending from a pulley. This method of starting beginners with the breast stroke was rather novel to me as I thought the crawl should be taught first.

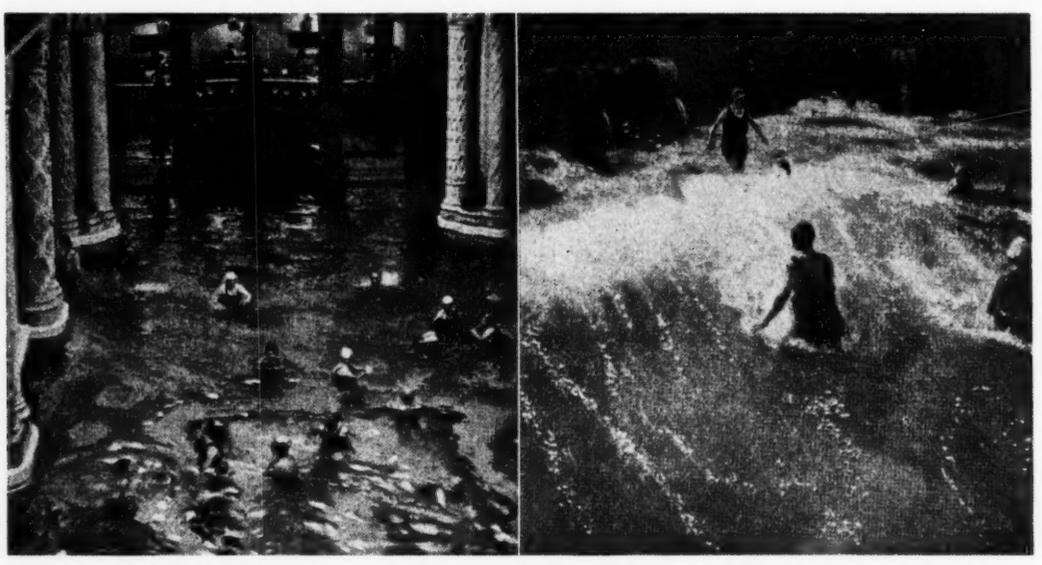
Monsieur Renault informed me that school children of Paris as well as the École Normale, which is a school of Physical Education in Paris, used this pool. I asked M. Renault if they had any standard lifesaving test in France. He informed me that they did not, but related the test which they require all their life guards to pass at this pool, and it is here listed:

1. Swim 100 meters.
2. Submerge 40 seconds.
3. Retrieve a 150-pound wooden man from eight feet of water and carry it outside of the pool.
4. Know the Schaefer Method of Artificial Respiration.

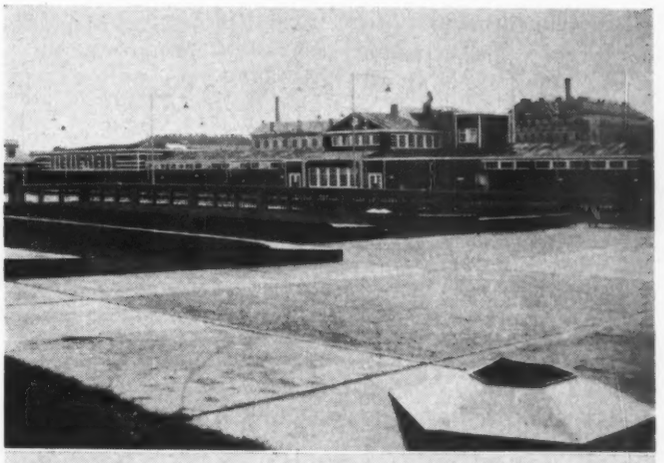
This pool was owned by a private corporation and had a capacity of about a thousand swimmers. The admission was ten francs, which amounted to about 66 cents in American money at that time. If a towel and bathing suit were rented, these came at two francs each additional.

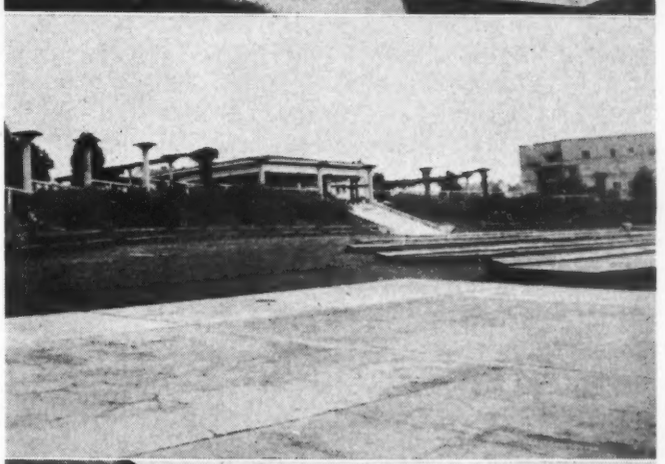
The next pool visited was a small lake pool up in the mountains at Oetz, Austria, in the Tirol. This lake received its water supply from the drainage of the snow and rain from the Alps. The water consequently was very cold. The beauty surrounding the pool was its special feature. While swimming on my back out in the lake I could look up and see snow on the peaks of the mountains.

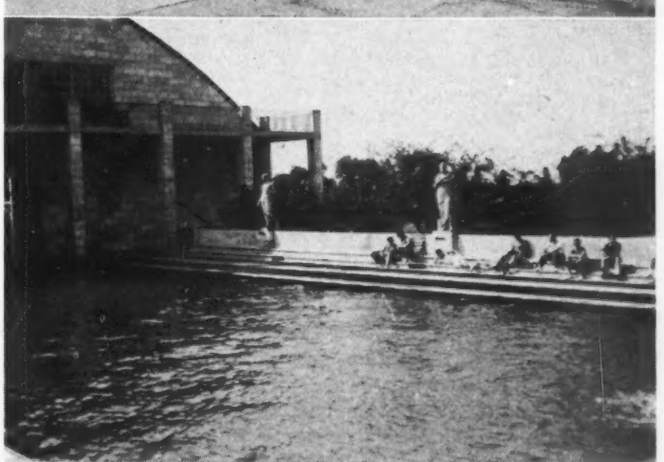
From the Tirolean district I went to Vienna to the Amelia Bath. This was an indoor pool built in 1926 at a cost of about $200,000. The dimensions were 100 feet by 40 feet by 12 feet deep. This is a municipally-owned pool. The unique part of this pool was that it had a portable top and on nice days the sun would shine on the water. It was rectangular in shape and there was ample seating capacity for spectators to see races and pageants.

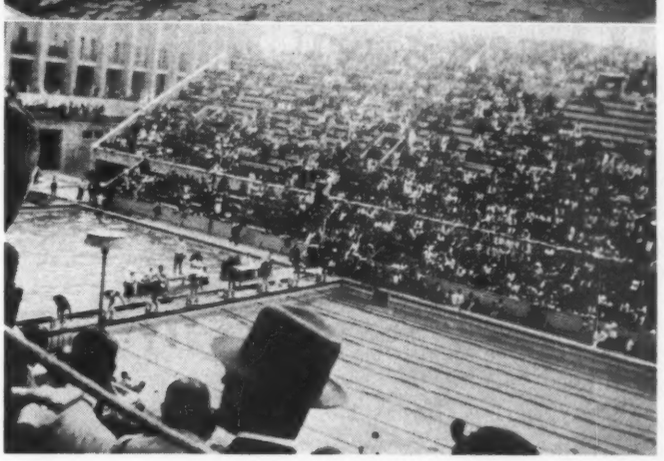


The indoor and outdoor pools, respectively, at the St. Gellert Hotel, Budapest. The waves shown in the outdoor pool are artificially produced.









The photo at near right shows sun bathers enjoying "old sol" at the outdoor pool, Niels Bukh Institute, Ollerup, Denmark. In the panel at far right are: 1. Sunbath platforms at the Kongress Bath, Vienna; 2. The milk house and more platforms at the Kongress Bath; 3. Outdoor pool at Niels Bukh Institute; 4. Pool at Berlin used for 1936 Olympics.

Children were given free lessons at this pool daily as the management cooperated with the city schools in this matter. The breast stroke is taught here as the beginning stroke, and the swimming instructors use practically the same accessory equipment as at Les Piscines Molitor in Paris.

The next day on a sight-seeing tour of Vienna the Kongress Bath was visited. This was an outdoor pool built in 1928. It was municipal, located in a large park, and there were numerous playgrounds in connection with the pool. It was rectangular in shape, size 100 by 20 by 4.5 meters. The landscaping was very beautiful. The manager told us that 12,000 customers could be accommodated in one day. There was a time element here, that is, the individual was allowed to stay in the pool three hours for one shilling, about 22 cents. Of course, if the customer desired to stay longer there was an additional charge.

Budapest was the next city on my itinerary. This city has many beautiful pools, of which I visited two. The first was the Gellert Pool in connection with the St. Gellert Hotel. Budapest is a resort city, which has natural springs comparable to those of Hot Springs, Arkansas. There were two pools at the St. Gellert. The indoor one was rectangular in shape and had a series of blow heads coming up from the bottom. There were also fountains on the sides of the pool and these threw a stream of hot water that resembled water coming from shower heads. The attendant said that they did not use chlorine, as this blowing process seemed to purify the water. Both of these two pools were for pleasure only and there were no diving boards or lanes for competitive swimming. In regard to lifesaving, I understand that there is a test in Hungary somewhat similar to that of the Red Cross in America. Some of the requirements were: swim 100 meters, perform underwater dive of 100 feet, make high dive of 33 feet, be proficient in the various carries, and demonstrate the prone pressure method of artificial respiration.

The outdoor pool at the St. Gellert was quite fascinating because of a mechanical process that made artificial waves. The setting around these pools was very artistic and there was a restaurant in connection where one could dine and dance. Another feature that offered much appeal was the sun lamps where one could stay as long as he desired. These lamps gave the same tanning effects as the sun.

St. Margaret's Island is an outdoor pool at Budapest and it is quite large. The beach was of sand, and there were three pools, one with a temperature of 60° F., another with 70° F., and for the third there was a sitting pool where the water had a sulphur-like smell and the temperature was about 120° F. This pool was not for swimming at all, but cement stalls were so arranged that a person could sit here as long as he wished. This warm water was quite comforting after swimming in the colder pools. There were also special outdoor places where one could take a sun bath.

St. Margaret's Isle was located on the Danube River and I went to swim in the River Pool which was in connection with the other pools and was accessible without any extra charge. I had seen several of these pools from the citadel that morning, but had not seen one close up. They are quite unique, being boxed-in affairs not very deep, made of lumber, rectangular in shape, and fastened to two long telephone poles so that the pool would go up or down with the river level. The water was cold and rather muddy. You have possibly heard about the Blue Danube—but it is not blue. It is more yellow than blue.

The guide informed me they had a lifesaving society in Budapest, which followed the Red Cross requirements. The school children are given the opportunity for free lessons at the various pools.

The next pool visited was the municipal bath at Dresden, Germany. This was a large plunge, which was 100 feet wide and 244 feet long, rectangular in shape, and had a seating capacity of 3,000 spectators to watch competitive swimming. Long poles lying on the water on the inside of the pool warned the beginners not to go beyond these on account of deep water. Entirely surrounding the pool was a foot bath four feet wide, providing thereby that all those entering the pool were sure to remove the dirt from their feet before entering. There were many diving boards here, the one- and three-meter as well as a ten-meter diving tower. Instructors were giving lessons here as we watched, and were teaching the breast stroke for beginners. There was a sun-bathing place adjacent to the pool that consisted of a grassy area. There were also many playfields around this bath.

At Berlin I visited the Stadt Bad Mitte which is located at Number 5 Gartner Street. It is a municipal pool, rectangular in shape, 160 feet long and 50 feet wide. On the evening I was there a group of young people from the movement "Kraft Durch Freude" which means "Strength through Joy," were taking swimming instructions. There were about one hundred pupils there that night with twelve volunteer teachers. All degrees of ability were instructed in separate groups. Here there was a gymnasium in connection, also massage rooms, and Turkish as well as medicinal baths. I was given the information that a hundred school children are given lessons at this pool each morning and that there are fifteen such pools in the city of Berlin.

The Olympic Pool out at the Reich Sport Field was 50 meters long and 20 meters wide, with well-marked lines on the bottom, and built-in starting blocks. The seating facilities could probably accommodate some twenty thousand spectators. There was a special diving place in another pool right opposite the swimming pool. This was very convenient as the divers could practice while the competitive races were going on. The water polo equipment was easy to place so there was very little delay between the races and water polo games.

I also had the good fortune of visiting the pool at the Olympic village. This was rectangular and had dimensions of 30 by 60 feet. There were no diving boards or lines here as the pool was solely for the pleasure of some 5000 Olympic athletes housed in the village who were from 53 different countries.

We traveled from Berlin to Svendborg, Denmark, and visited the Niels Bukh School of Physical Education which was about ten kilometers from Svendborg at Ollerup. Here they had two pools. The one outdoors was more for beauty than actual use. However, it was being used to some extent by a few of the 250 students from about ten different nations who were attending a short course here during the first two weeks in August. This pool had diving boards and a diving tower. It seemed to be the fill and draw type, as I did not see any filtration equipment being used.

The indoor pool at Ollerup was rectangular with dimensions 90 by 40 feet. The ventilation in this pool was not so good and it was rather close and warm in there while I was observing a class offering swimming instructions.

I asked a boy from Scotland why he put on a cork preserver while taking the lessons and he explained that he was used to swimming in salt water, and that consequently it was necessary to use the preserver in fresh water, so that the practice would not be too difficult.

The next morning I went out to the Badstue at Svendborg. This pool was rectangular in shape, but not large, being 75 by 30 feet in dimensions. On the whole I think it was one of the cleanest and best arranged pools that I visited on my entire trip. There was plenty of fresh air and there were large places in the ceiling for the warm air which is most usually present in pools to escape. This pool had good lighting facilities and had folding seats attached to the walls which would fit right up against the wall, when not in use. The Badstue was only about a half mile distant from the sea, and sea water was used in this pool. The authorities could change the water as often as desired as it cost only the expense of pumping the water from the ocean. School children were being given free lessons here during the mornings.

Some days later I visited the Flatenbadt at Stockholm, Sweden. This was a large outdoor pool on a lake. There were playgrounds there and a great deal of heavy apparatus around such as the horse, parallel bars, rings, hori-

(Continued on Page 336)

Intramurals for the Small High School

By

CLIFF J. CLAPP

Director of Physical Education
Fairmount, Illinois

THAT intramurals are an integral part of any good physical education program has become a recognized fact. The perplexing thing is to find some sort of an organization that will be applicable to the small or medium large high school, where time and facilities are limited.

During the past six years, the following program has been used in schools having enrollments of from 75 to 300. It works with equal success when run during the noon hour or after school. For convenience and ready information, the eight parts of the program, without explanations, are posted throughout the year on a bulletin board. Although designed particularly for boys, this year we are using the same general principles of organization in a program for girls.

The program includes the following points:

1. Easily adapted to facilities and time available.
2. A variety of interesting, stimulating and wholesome sports.
3. Includes every boy in high school, both large and small.
4. Training in leadership and sportsmanship.
5. Organization for the year around.
6. Conservation of the athletic director's time.
7. Competitive outlet for carry-over games taught in physical education classes.

The eight parts of the program are hereinafter described in short outline form. The first section gives information concerning the Intramural Board, as follows:

1. Intramural Board.—The Director of Physical Education for Boys, Senior Intramural President, and Presidents of all Intramural Clubs will form a ruling body and be known as the Intramural Board.

The Senior Intramural President will preside at all meetings of the Board. Regular meetings are held once a month, but special call meetings may be held at the request of any member.

The Board decides such matters as:

1. Equality of club memberships.
2. Program and sequence of sports.
3. Method of filling vacancies:

If, on the date of a scheduled contest, a club has insufficient number for a team,

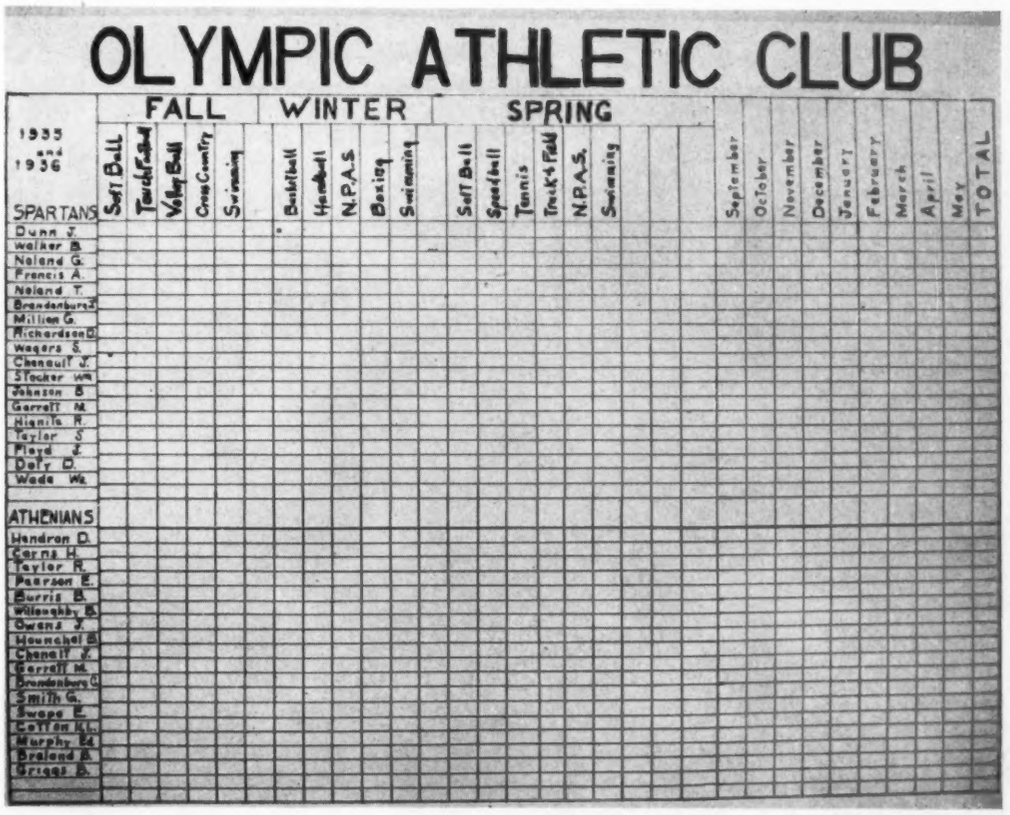
a. opposing president appoints a member of another club to fill the vacancy.

b. withdrawal of a member to equalize competitors.

c. forfeiture.

4. Appointment of officials. One of the requirements for upperclassmen in physical education is officiating in two or more intramural games.
5. Settlement of controversies that may arise.
6. Selection of trophies: a cup or banner for club champion.
7. Officially declare the three individual high-point winners on the basis of the Senior Intramural President's records.

2. Senior Intramural President.—A senior or upperclassman shall be selected to represent intramurals on the Student Council and shall be a member thereof. He shall



be known as the Senior Intramural President. It shall be his duty to protect the interests of intramurals, keep all records, and post schedules and any notices that become necessary for the success of the program.

Perhaps the greatest obstacle confronting anyone conducting a program of intramurals is the matter of keeping records and taking care of details. The Senior Intramural President does this. As soon as school opens in the fall, a good responsible upperclassman is selected—preferably one who has never earned an athletic award and who is anxious to earn one, but lacks the necessary ability to make the varsity team. By fulfilling the duties of this office, he can earn a regulation letter and at the same time perform a valuable piece of work for his school. We spend a good deal of time in going over the entire setup with him so that he becomes thoroughly acquainted with the aims, method of organization, setting up of schedules for round-robin and double elimination tournaments, scoring for clubs and individuals, and keeping of the large chart which must be kept posted on a prominent bulletin board.

3. Club President.—Each club shall have a president whose duty it will be to see that his club is properly represented in all the sports and also to represent his club in meetings of the Intramural Board.

The name "Club President" is used for two reasons: first, because it seems to add a little dignity to our yearly organization, and second, because "captain" usually designates a playing member. Not all presidents might be eligible for intramural competition because of their being a member of a varsity squad—as is explained under "Eligibility."

Working together, the athletic director and the senior president select a boy to act as president for each club. In doing this, every boy in high school is carefully and frankly considered for his qualities of leadership and as a potential club president. He may be varsity or non-varsity.

In a joint meeting, each president is handed a copy of the eight points in this program. The purpose and aims of intramurals are explained to each boy and the program gone over in detail. If intramurals have been given sufficient publicity through announcements and bulletin boards, most boys will consider it an honor to be selected as club president.

With our club presidents secured, the Intramural Board is complete. Then we proceed to form the clubs.

4. Method of Club Formation.—All boys enrolled in high school shall be divided into a certain number of clubs which shall take a definite form and extend over the entire year.

There are many values to be derived from including the names of all boys in high school on club membership lists from the first: (1) In the small high school where varsity teams are composed of the same limited few, the value is not so apparent, but in larger schools, varsity teams have a variety of different boys. New squad lists would necessitate reorganization to include those not on the new lists. (2) The boy who displays no interest at first may take a sudden liking for some sport and wish to participate.

The number of clubs is largely dependent on the number of varsity sports sponsored by the school. Since no boy on a varsity sport squad may actively engage in intramurals during the time he is a member of that sport squad, there must be enough non-varsity members on a club's roster to compose a team. Six to eight are considered enough boys to compose a team in most intramural sports.

A list of all boys in high school is prepared by the Intramural Board, beginning with the most prominent athlete on down to the least, rating each according to his athletic ability, as far as we are capable.

Each president draws a number to determine the order of choosing, with the understanding that it is to be alternately reversed, so that all would be given an even break. For example, the order is 1-2-3-4, then 4-3-2-1, each taking the next name on the list *consecutively,* until all are chosen.

The resulting lists show that each club has practically the same amount of varsity material. This is important since each club receives points for having its members on the varsity, as is explained later under "Points." The remaining members are so distributed that no club will be far superior to any other.

The Spartans

thus making competition keener.

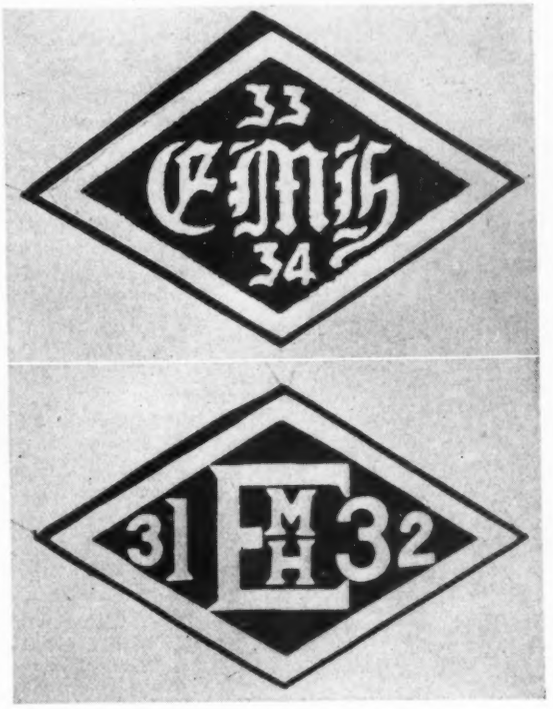
Each club selects a name by which it will be known the remainder of the year.

5. Eligibility.—Everyone who is a member of a club is eligible to play on the club team, except those boys who are members of a varsity sport squad during that particular season.

Scholastic standing plays no part in intramural competition.

A varsity basketball or football member is ineligible for intramural competition in these sports, but would be permitted to participate in any other intramural sport provided he is not a member of that varsity sport squad.

Since a club receives credit for each of its members who succeeds in making a varsity squad, and additional credit if he makes a letter, there is never any trouble with boys having good possibilities not trying out for the varsity team—neither is there trouble with the discouraged "second-stringer" quitting the varsity in favor of intramurals, since he would not be eligible to compete in that sport, unless given special permission by the athletic director.



Two economical and effective awards

6. Sports.—The program includes the following sports: touch football, basketball, volleyball, softball, badminton, ping-pong, foul-shooting, 10-point golf, handball, horseshoes, track, boxing, wrestling, hand tennis, and tennis. Many other sports may be added as conditions permit. We have added badminton to our program this year.

Either a round-robin or double elimination tournament plan is used for all sports.

7. Awards.—1. The club which at the end of the year has accumulated the greatest number of points will be given a banner or cup, which shall be placed in the school trophy case. This banner or cup will be lettered or engraved with the name of the club, club president, and the names of each member who has participated in two or more sports throughout the year.

2. The three individuals accumulating the highest total number of points during the year will each receive a six-inch chenille school letter with I.M. in the center.

3. The Senior Intramural President will receive an eight-inch chenille school letter with I.M. in the center.

All awards are financed through the physical education department or the athletic association.

8. Scoring of Points.—

1. *Team or Club:*

100 points for first place in a particular sport.

75 points for second place in a particular sport.

60 points for third place in a particular sport.

25 points for every club which has a team entered but failed to take one of the first three places.

25 points to a club for every member who succeeds in making a varsity sport squad.

25 points additional to a club for every member who earns and receives his letter in any varsity sport.

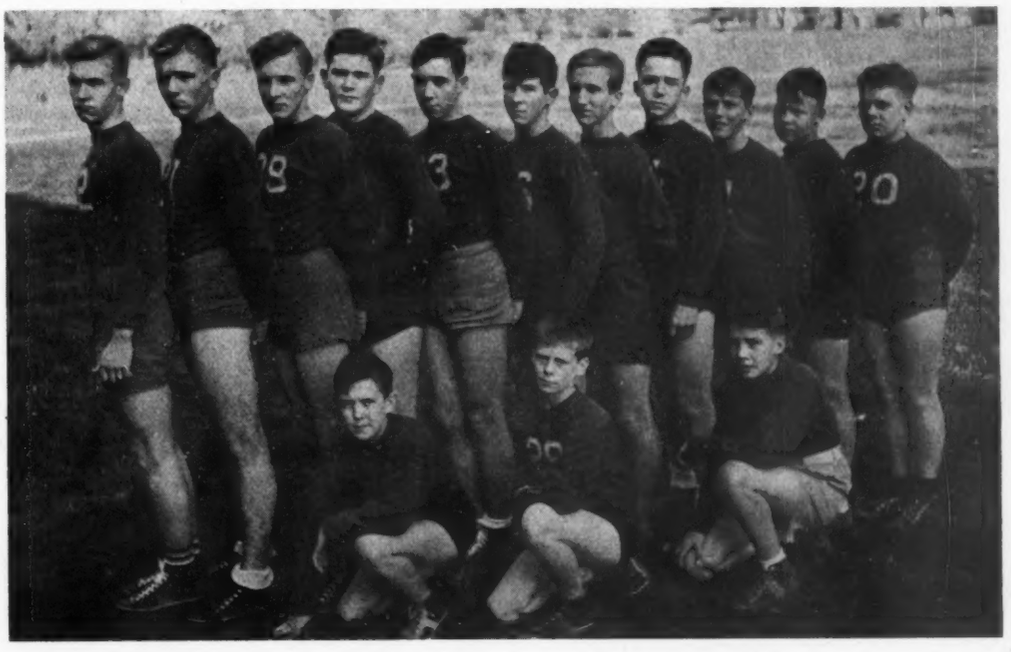
2. *Individual:*

50 points for playing in at least two-thirds of games on a championship team.

35 points for playing in at least two-thirds of games on a team taking second place.

(Continued on Page 332)

The Athenians



A Classified Check List of Practical Books

SPORTS

Archery

ARCHERY SIMPLIFIED $2.00
By Phillip Rounsevelle

STUDENTS HANDBOOK OF ARCHERY $0.25
By Phillip Rounsevelle

THE TEACHING OF ARCHERY $1.00
By Dave and Cia Craft

MODERN METHODS IN ARCHERY $1.50
By Natalie Reichart and Gilman Keasey

Baseball

BASEBALL NOTES $2.00
By Elmer Berry

BASEBALL FOR WOMEN $2.00
By Gladys Palmer

Basketball

BASKETBALL FOR COACHES AND PLAYERS $3.00
By George F. Veenker

BASKETBALL FOR WOMEN $2.00
By Alice W. Frymir

Field Hockey

FIELD HOCKEY FOR COACHES AND PLAYERS $2.00
By Hilda Burr

FIELD HOCKEY ANALYZED $2.00
By Hazel Cubberley

Football

FOOTBALL LINE PLAY $3.00
By Bernard F. Oakes

FIFTY FOOTBALL PLAYS $1.50
Edited by A. J. Bergman

THE CONTROL OF FOOTBALL INJURIES $3.00
By M. A. Stevens and W. M. Phelps

Games

PARTNERS IN PLAY $1.00
By Mary J. Breen

SOCIAL GAMES FOR RECREATION $2.50
By B. S. Mason and E. D. Mitchell

ACTIVE GAMES AND CONTESTS $3.00
By B. S. Mason and E. D. Mitchell

GAMES, CONTESTS AND RELAYS $2.00
By S. C. Staley

Soccer

SOCCER FOR HIGH SCHOOLS $2.00
By John Edgar Caswell

Swimming

THE DIVING AND SWIMMING BOOK $3.00
By George H. Corsan, Sr.

SWIMMING SIMPLIFIED $2.00
By Lyba and Nita Sheffield

SWIMMING ANALYZED $2.00
By Gertrude Goss

Track

TRACK AND FIELD FOR WOMEN $2.00
By Alice W. Frymir

TRACK ATHLETICS AND CROSS COUNTRY $2.00
By Lloyd W. Olds

TRACK AND FIELD $2.50
By Charles W. Paddock

For Every Sports Library

TEAM SPORTS FOR WOMEN $3.00
By Alice W. Frymir and Marjorie Hillas

SPORTS FOR RECREATION $2.50
Edited by E. D. Mitchell

DANCE

American Indian Dances

THE RHYTHM OF THE REDMAN $2.50
By Julia M. Buttree

AMERICAN INDIAN DANCE STEPS $5.00
By May G. and Bessie Evans

Clog and Character Dances

THE CLOG DANCE BOOK $2.00
By Helen Frost

ATHLETIC DANCES AND CLOGS $2.00
By Marjorie Hillas and Marian Knighton

CHARACTER DANCES FOR SCHOOL PROGRAMS $2.00
By Hilda C. Kozman

Costume

THE FOLK COSTUME BOOK $5.00
By Frances H. Haire

THE AMERICAN COSTUME BOOK $5.00
By Frances H. Haire

COSTUMES FOR THE DANCE $2.75
By Betty Joiner

Folk Dancing

FOLK DANCES FOR BOYS AND GIRLS $3.00
By Mary Effie Shambaugh

THE FOLK DANCE BOOK $2.40
By C. Ward Crampton

LEGENDS AND DANCES OF OLD MEXICO $2.00
By Norma Schwendener and Averil Tibbels

Modern Dance

NOTES FOR MODERN DANCE (spiral) $2.00
(cloth, library edition) $2.50
By Mary P. O'Donnell and Sally T. Dietrich

THE MODERN DANCE $1.50
By John Martin

Natural Dances

NATURAL RHYTHMS AND DANCES $3.00
By Gertrude K. Colby

NATURAL DANCE STUDIES $2.00
By Helen Norman Smith

Rhythms For Children

CHARACTERISTIC RHYTHMS $0.80
By Dudley Ashton and Anna Schmidt

CHOICE RHYTHMS FOR YOUTHFUL DANCERS $3.00
By Caroline Crawford

RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS $3.00
By Dorothy LaSalle

THE RHYTHM BOOK $3.60
By Elizabeth Waterman

Tap Dancing

TAP DANCES $2.50
By Anne Schley Duggan

TAP DANCES FOR SCHOOL AND RECREATION $2.50
By Anne Schley Duggan

TAP DANCING $1.00
By Marjorie Hillas

TAP, CAPER AND CLOG $2.00
By Helen Frost

TAP IT (spiral) $2.00 (cloth library edition) $2.50
By Shiela O'Gara

Complete Reference

FUNDAMENTALS OF RHYTHM AND DANCE $3.60
By Betty Lynd Thompson

THE DANCE IN EDUCATION $6.00
By Agnes L. and Lucille Marsh

Our New Complete Catalogue containing full descriptions of these books and also of all our 1937 publications, will be ready later this month. May we send you a copy?

A. S. BARNES AND COMPANY, Educational Publishers Since 1838

67 West 44th Street **New York**

Text Books For Summer Schools

Anatomy and Body Mechanics

ELEMENTARY HUMAN ANATOMY $4.50
By Katherine Sibley

THE TEACHING OF BODY MECHANICS $2.00
By Ivalclare S. Howland

Corrective Physical Education

CORRECTIVE PHYSICAL EDUCATION FOR GROUPS $3.60
By Charles L. Lowman, Claire Colestock and Hazel Cooper

PREVENTIVE AND CORRECTIVE PHYSICAL EDUCATION $3.00
By George T. Stafford

INDIVIDUAL EXERCISES $1.00
By George T. Stafford

Health Education

HEALTH THROUGH PROJECTS $2.00
By G. D. Brock

HEALTH WORKBOOK FOR COLLEGE FRESHMEN $1.50
By Kathleen Wilkinson Wootten

HEALTH EDUCATION WORKBOOK $1.50
By Kathleen Wilkinson Wootten

History

A BRIEF HISTORY OF PHYSICAL EDUCATION $2.00
By Emmet A. Rice

HISTORY OF PHYSICAL EDUCATION IN WOMEN'S COLLEGES $2.00
By Dorothy Ainsworth

Physical Education—Theory

ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION IN COLLEGES $3.00
By William Leonard Hughes

THE THEORY OF PLAY $2.80
By Bernard S. Mason and Elmer D. Mitchell

THE ADMINISTRATION OF PHYSICAL EDUCATION $3.00
By Jay B. Nash

INTRODUCTION TO PHYSICAL EDUCATION $2.00
By Jackson R. Sharman

THE TEACHING OF PHYSICAL EDUCATION $1.60
By Jackson R. Sharman

A PHYSICAL EDUCATION WORKBOOK $1.00
By Jackson R. Sharman

Physical Education—Practice

CREATIVE ACTIVITIES IN PHYSICAL EDUCATION $2.00
By Olive K. Horrigan

PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS $2.00
By N. P. Neilson and Winifred Van Hagen

Physiology

EXERCISES IN PHYSIOLOGY $2.00
By Elmer Berry

EXERCISE AND ITS PHYSIOLOGY $3.00
By Adrian G. Gould and Joseph A. Dye

Playgrounds and Recreation

RECREATION FOR GIRLS AND WOMEN $3.00
By Ethel Bowers

THE ORGANIZATION AND ADMINISTRATION OF PLAYGROUNDS AND RECREATION $3.00
By Jay B. Nash

LEISURE AND RECREATION $3.00
By Martin H. and E. S. Neumeyer

PLAYGROUNDS $3.00
By George D. Butler

Tests

PHYSICAL EDUCATION ACHIEVEMENT SCALES FOR BOYS IN SECONDARY SCHOOLS $1.60
By F. W. Cozens, M. H. Trieb and N. P. Neilson

THE MEASUREMENT OF ATHLETIC POWER $3.00
By Charles Harold McCloy

ACHIEVEMENT SCALES IN PHYSICAL EDUCATION ACTIVITIES $1.60
By N. P. Neilson and Frederick W. Cozens

TESTS AND MEASUREMENTS $2.00
By Irene Palmer

PHYSICAL CAPACITY TESTS $0.75
By F. R. Rogers

Address College Department For Examination Copies

Important Announcement

We are pleased to announce the Fall publication of the following noteworthy books.

ACHIEVEMENT SCALES IN PHYSICAL EDUCATION ACTIVITIES
for High School Girls and College Women
By F. W. Cozens, Hazel Cubberley and N. P. Neilson

THE CONDUCT OF PHYSICAL EDUCATION
Organization and Administration
By Mabel Lee

PHYSICAL EDUCATION FOR CLASSROOM TEACHERS
By Dorothy La Salle

MODERN PRINCIPLES OF PHYSICAL EDUCATION
By Jackson R. Sharman

A. S. BARNES AND COMPANY, Educational Publishers Since 1838
67 West 44th Street **New York**

What Track Needs Is Showmanship

By

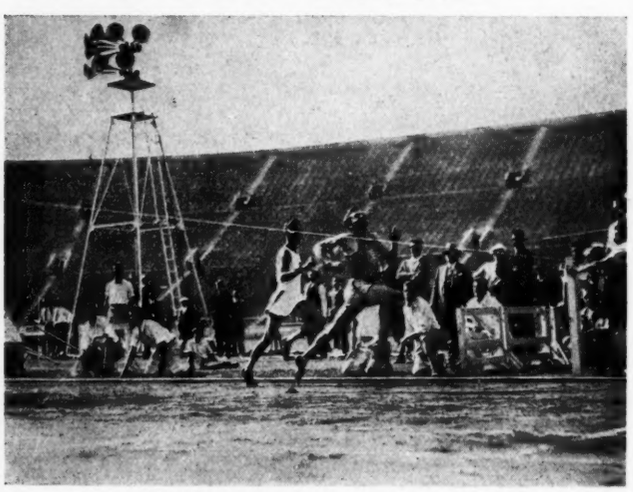
LLOYD W. OLDS

Director of Track Athletics,
Michigan State Normal College;
Member of the National A. A. U. Track and Field Committee

TRACK and field athletics, the oldest and most wholesome sport on our athletic program today, often fails to attract impressive multitudes of spectators primarily because many directors of the events do not realize the importance of organization, background, and crowd psychology. Track athletics does not in any way resemble the gladiatorial combats which draw a large percentage of our crowds, if we are to take cognizance of the attendance at football, hockey, wrestling, and boxing matches. Crowds follow the sport that displays body contact, and from the meekest business man to the most timid coed, thrill at the sight of a hard tackle in football or a two-fisted bone-crusher in the ring. Then, too, there are thousands who attend these contests because of the crowds, bands, excitement, color—the showmanship that surrounds them—although they may not have the slightest idea of the principles of the sport in question.

Track athletics, lacking the body-contact type of appeal, must play up showmanship to stir the pulses of the spectators. Members of the track and field committee of so outstanding an attraction as the Olympic Games have not overlooked this fact, and at Los Angeles and Berlin over 100,000 people were overwhelmingly thrilled, not so much by the sight of athletic prowess, which they had seen before, but by athletic prowess in such a setting of spectacular and ceremonial magnificence. These events outshone in magnitude, color, and splendor the largest intersectional football games ever held in this country. Other fine examples of successfully planned and well attended track programs are the large indoor games in Boston, Butler University, and New York, and the outdoor relay carnivals at Philadelphia, Des Moines, and in California.

This photo shows the fine use of an amplifying system.



If these outstanding meets can be successful, so also can the lesser ones if they are conducted in the same way. We have seen the value of color and ceremony as a background or setting—this makes the show, but the show will not go on without organization. Every detail concerning the program should be planned ahead. Events must move forward without unnecessary delay and be kept on schedule. The public, many years ago, got the idea that track meets were not only an endurance test for the athletes but for the spectators as well. Several universities once tried holding two football games in one afternoon, but gave it up as a poor idea, as the second games were played before empty seats. Thus, time becomes an important factor.

If the track program is to draw crowds and hold their interest, certain traditional events ought to be eliminated, such as the long distance walks and runs. One or two events could be dropped and possibly never missed from the cumbersome field event program, thereby balancing it with the running events and resulting in a much-needed shorter program. Although the writer has trained distance runners for many years he cannot agree that a race of two miles, or 5000 or 10,000 meters, where the contestants circle the track many times, especially during the summer months with the thermometer hovering between 90 to 105 degrees, is conducive to the good health of the contestants, or contributes anything to the interest of the onlooker. Distances greater than one mile should be held in the fall or early spring months as special events, over open country, rather than on the running track, for the good of all concerned. The writer has been present on many occasions at large meets, held in various sections of the country, and has very seldom witnessed any really close competition between men in these particular events, or much interest manifested by the spectators. In fact, these events were not only generally tiresome to the spectator, but confusing, and the judges on many occasions had difficulty in determining who was leading in the race after the contestants had circled the track a half-dozen times. During the progress of particularly long-winded events it has been observed that the spectators leave the stadium, while many of the officials seek the cool shade under the stands for refreshments and a change of scenery.

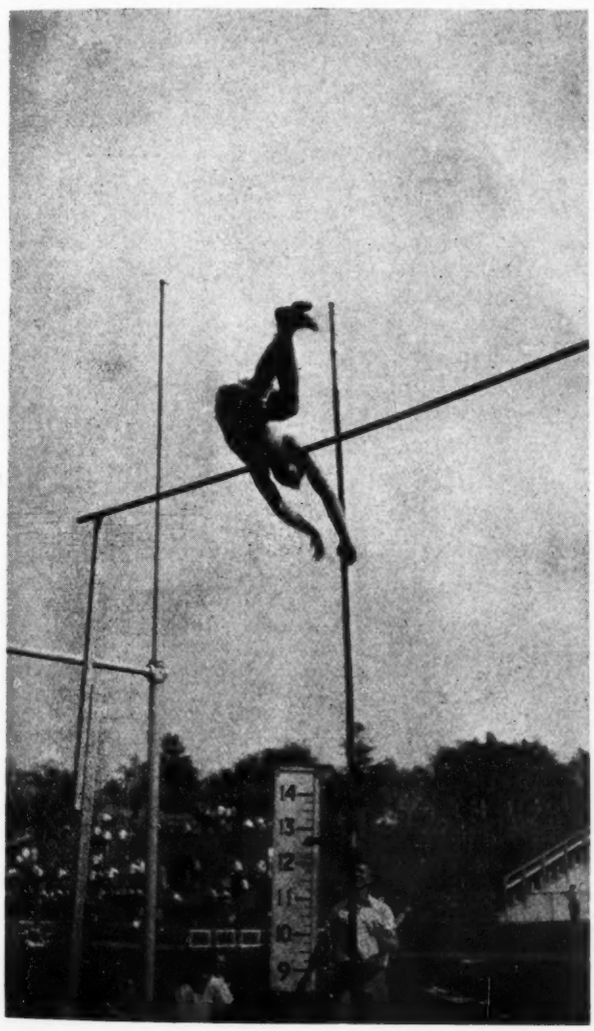
There are many who will raise objections to the elim-

ination of these events in view of the fact that they are on the Olympic program, while others will come forward with the argument that the sport is for the athlete rather than the spectator. By elimination of these events in pre-Olympic years our team would doubtless be weakened in actual competition in the Olympics. Past history of the Olympic games, however, has proved beyond the shadow of a doubt that the American athlete is unusually versatile and can readily adapt himself within a few weeks to the Olympic metric program of events. Moreover, the overwhelming victories recorded by the American teams in track and field in the games since their reestablishment in 1896 would seem to offer an ample margin of safety in which to win and could well afford this handicap for the sake of sportsmanship, more equal competition, and friendlier feeling on the part of our competitors. And, while it is true that any athletic program in America is primarily for the athlete, it also follows that a sport in this country, to grow and become universal, must depend upon its own drawing power for its existence, and pay a large part of its way. It therefore becomes necessary to please the public.

In track athletics we have several points of interest, rather than just one, as in a game of football, where the interest is centered around the ball. Attending a large track meet is very similar to witnessing a three-ring circus and endeavoring to take in everything that transpires in all three rings. By means of the loud speaker, the spectator should be acquainted with the events that are being participated in, the name of the contestants, records, running team score, personalities, etc., all of which stimulates and holds the itnerest. A well planned field has the jumping pits, weight-event circles, and field markers adjacent to the stands so as to enable the spectators to watch the progress of the contestants during these field events. The introduction of contestants just before the race, and the presentation of the winners adds greatly to the enjoyment. Many directors are using variations of the colorful and impressive Olympic Victory Ceremony in presenting the winners to the spectators.

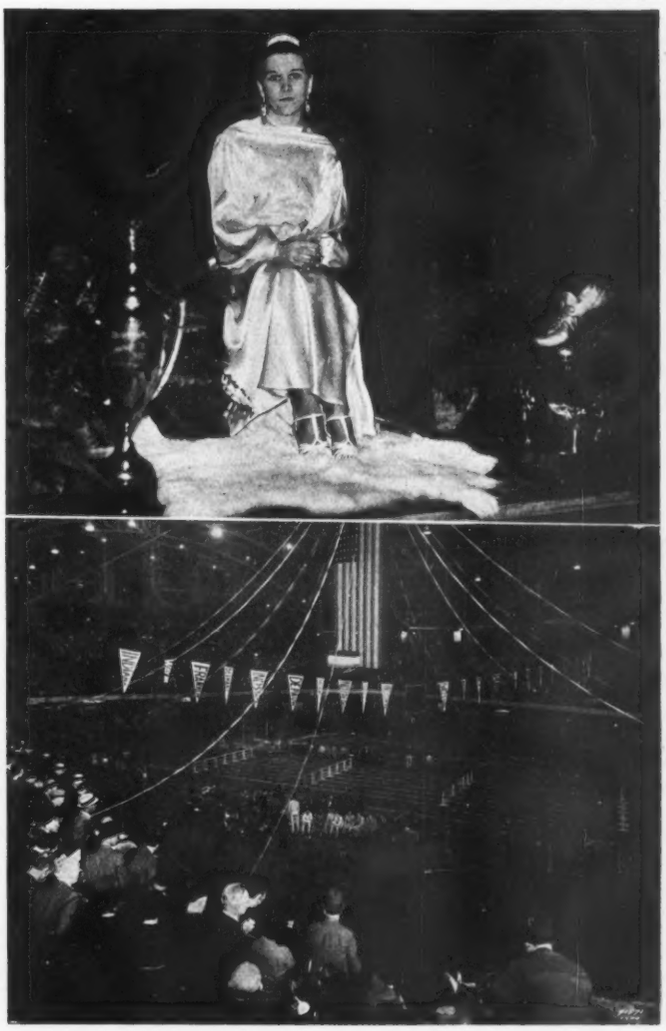
This splendid age-old sport, the only one upon our modern program today in which all the nations of the civilized world compete, challenges the directors and coaches of this country to win for it the popularity it so richly deserves.

The clearly visible marker shows just how high the vaulter is going.



Butler University packs 'em in at their Annual Relays. These two views show a little how the event is dramatized.

—Courtesy Butler Relays



Swimming - A Radio Interview

By

HOPE TISDALE

Woman's College of the University of North Carolina
Greensboro, North Carolina

THIS interview was one of a series on sports for women presented last May over Station WBIG, Greensboro, N. C., by the members of the Physical Education staff of the Woman's College of the University of North Carolina. It is presented here, not for any originality in material or approach, but rather as a guide or suggestion to those interested in giving similar programs. For the historical matter, T. K. Cureton's excellent book "How To Teach Swimming and Diving" was most helpful. The talk is designed to appeal to the lay audience.

Q. We have discussed tennis, which is an old sport, and basketball, which is a new one. Swimming, I suppose, has an ancient and honorable history?

A. More ancient and more honorable than either of the others. Old sculpture, paintings, and other relics of long-dead civilizations show that people were swimming in the days when Egypt, Greece, and Rome were the centers of civilization. Going even farther back, it is probably safe to say that wherever and whenever there have been man and water, there has been swimming.

Q. Did they use the same strokes then that are used now?

A. It is likely that they swam the same strokes, or similar ones. An old African mosaic shows Leander swimming the Hellespont and he seems to be using the modern overarm type of stroke. A piece of sculpture of the thirteenth century B. C. shows a soldier swimming a stroke that has all the earmarks of the American Crawl.

Q. Do you believe that swimming is natural to man? I have heard it said that just as most animals can swim from birth, so can babies. Is this true?

A. I have often wondered, but I have not been able to find a mother who would let me try the experiment on her young baby. However, the fact that animals can swim naturally does not necessarily mean that babies can do the same. After all, many animals can walk at birth or shortly afterward, but it takes most babies at least a year to master that art.

Q. I had thought that the crawl was a fairly new stroke. Is this not the case?

A. That style of swimming was apparently forgotten during the so-called Dark Ages, when all forms of sport were frowned upon by the Church. The first book on swimming was written in Latin and published in 1538. In this book, the breast stroke is called the "scientific stroke" and the one which all swimmers must learn. From that time until quite recently, overarm strokes were not used at all. All our earlier speed records were made with the breast stroke. In the latter part of the eighteenth century, a Spaniard named Bernandi invented a system of upright swimming. It was said that his pupils could swim miles after a short period of instruction.

Q. Is this system used nowadays?

A. I know of no stroke performed in the upright position that would lend itself to such a remarkable performance even by an expert swimmer, let alone by a beginner.

Q. You say that for a long time, overarm swimming was not used. How did it come back into favor?

A. A man by the name of Trudgen came to England and began breaking all speed records with a double overarm stroke which he had learned from the natives of the West Indies. Trudgen was astonished to find that he could swim faster than the best of English swimmers. He declared that he was not even an outstanding swimmer in the West Indies. The double overarm stroke that we use today, although different in some respects from the stroke that Trudgen himself used, is often called the Trudgen stroke.

Q. Is the Trudgen stroke the same as the crawl stroke?

A. Oh no. The crawl stroke was first demonstrated in England in 1902 by Richard Cavel from Australia. Using this stroke, he made the spectacular record of 58⅖ seconds for a hundred yards. His stroke became known as the Australian Crawl. As other countries adopted it, they changed and modified it somewhat. Now, the fastest stroke is generally conceded to be the American Crawl, of which Johnny Weismuller is the greatest and fastest exponent.

Q. Did Weismuller break Cavel's record of 58⅖ seconds?

A. Yes, he cut the time to 49.8 seconds for a hundred yards.

Q. Has Weismuller's record been broken?

A. Not that particular one. He held many records, and since he retired from competitive swimming, no one has equalled all of his accomplishments.

Q. Then Johnny Weismuller must have done a great deal for swimming in America?

A. Yes indeed. Captain Fred Mills of the Boy Scouts of America has said, "To my mind, Weismuller is the greatest life-saver who has ever lived because he has, by example, stimulated hundreds to learn to swim."[1]

Q. Do you consider swimming a valuable form of exercise?

A. One of the best. It is activity that uses all the muscles of the body, but without undue stress and strain.

[1] Cureton: *How To Teach Swimming and Diving*, p. 99.

The buoyancy of the body in the water makes it possible for a person to get a great deal of exercise without becoming breathless or exhausted. In a recent poll of fourteen prominent athletic coaches in leading American colleges, swimming was ranked higher than any of the other college sports as a body-builder. It is, literally speaking, the cleanest sport there is, and it combines in some measure all the advantages that are possible to health, recreation, and education.

Q. Do you consider swimming valuable for girls and women?

A. Particularly valuable for girls and women. In the water, women are much less at a disadvantage with men. I am speaking here strictly from the standpoint of competitive sports. Women have more buoyancy than men, suffer less from cold, and seem to be constitutionally better adapted to activity in the water. The records made by the women in the last Olympics, both in swimming and in diving, show them to be almost on a par with men. And, of course, Gertrude Ederle swam the English Channel. Perhaps women may even surpass men in swimming if someone will only invent a water proof finger-wave so that girls need not feel that when they go swimming they are sacrificing beauty to sport. In point of fact, swimming actually beautifies the body, although it may leave the hair temporarily dishevelled.

Q. Do you believe that everyone should learn to swim?

A. Everyone who is physically able. There is something psychologically as well as physiologically stimulating about swimming. The after-glow of satisfaction and relaxation is a valuable counter-agent to the nervousness and strain of living in the world of today. Although the same sort of release is offered by many other sports, there is something especially beneficial about getting into an entirely different element—a feeling that is partly the pleasure of mastering the new element and partly the relief from harassing routine.

Another important advantage of swimming is the fact that many people who are so physically handicapped that they cannot take part in land sports, can swim very well. President Roosevelt is an outstanding example of this. As you probably know, he has had a swimming pool built in the White House, and it is there that he takes his exercise and recreation.

Q. You have said that swimming embraces all the advantages of land sports. Do not people who are fond of games miss the game element in swimming?

A. They need not miss it. There is hardly a game that is played on land that cannot be played in the water. Water polo, water basketball, and water baseball are all excellent games. I see no reason why we should not have water tennis if we use a racquet and ball that will not be injured by the water.

Q. Would such a racquet be possible?

A. A wooden paddle instead or a strung racquet would serve very well—a rubber ball and a rope for a net, and there you are.

Q. What about water football?

A. You have me there—although water polo is similar to football, using the same formation and many of the same tactics. It has the advantage of being much less dangerous than football.

Q. Then you do not consider swimming a dangerous sport, as many people do?

A. It should not be dangerous. The custom of the old swimming hole does, of course, hold some dangers, but so does any activity that is not properly supervised and controlled. There would be nothing more dangerous than merely walking down the street, if we did not have traffic lights and policemen.

Q. What can be done to lessen the dangers of swimming?

A. In the first place, learn to swim; in the second place, never go swimming alone. There should always be at least one other person to bring help in case of emergency.

Q. Suppose the other person is not a good swimmer?

A. He might throw a rope, or hold out a stick, or run for assistance. On a crowded water front there should be life guards always on the watch. People have to be protected from themselves. Individuals who have the most adequate ballast on land can be up-ended very easily in the surf and carried beyond their depth, or simply drowned in shallow water because they can't regain their feet.

Even the best swimmer should never swim far from the shore unless accompanied by a boat. This is particularly true at the seashore where the tides and cross currents may carry one rapidly out to sea. Swimming back against a strong current is like trying to climb a ladder whose rungs are broken—you get nowhere.

Q. What can a person do when he gets caught in such a position?

A. The best chance is to take a diagonal course across the current. If the current is not directly off-shore, try to swim with it as well as across it. It is the same idea as tacking against the wind in a sail-boat.

Q. What organized measures are being taken to promote water safety?

A. The American Red Cross carries on a nation-wide program for the teaching of swimming and lifesaving. There is no doubt that their work has cut down the death rate from drowning to a great degree.

Q. What is the status of swimming in North Carolina?

A. Not very high as yet. North Carolina is in some respects, at any rate, a dry state. There are only a few natural lakes. Most of the streams are muddy and untempting. The seashore is far removed from many points in the state. However, artificial lakes are being made all the time and swimming pools are being built. There are many summer camps which have excellent swimming programs. Probably in another decade or so, practically every North Carolinian will be a swimmer.

Q. Is it best to learn to swim while young?

A. Yes, but only because one's swimming life is longer, the earlier one begins it. So far as we know, the ability to learn dies only when the individual dies. It is almost as easy to learn to swim at fifty as at five or fifteen, unless the individual has developed a fear of the

(Continued on Page 330)

Infield Play

(Part Two)

By

PAT CRAWFORD

Secretary, Columbus Red Wings

The Play of the First Baseman

A FIRST baseman's position when not holding a baserunner on base is as deep as possible and at the same time not so deep that he cannot reach first in ample time to receive throws from other infielders. Neither should he play so deep that he would be unable to play bunted balls in his direction. In holding a baserunner on base he takes a position which will enable him to catch a throw from the pitcher and tag the runner with the least possible motion. The stance of a right-handed first baseman is different from that of one who is left-handed. The right-handed player turns his entire body toward second base so as to be in position to catch a throw from the pitcher and tag the baserunner, whereas the left-handed player faces the pitcher; the former's heel is against that corner of the base nearest the pitcher and his left foot in the general direction of the batsman, while the latter straddles the corner of the base nearest the pitcher. The baserunner is held on base when first only, or first and third, are occupied.

In holding a baserunner on first base, the first baseman is set to go three or four strides towards second as the pitch is being made to the batsman. He has a large opening to cover and must cover it quickly. After fielding a ground ball with first base occupied, a left-handed first baseman is in position to throw to second, whereas a right-handed player must shift his feet after fielding the ball and then throw the ball. The body turn in making this throw is clockwise. However, occasionally a right-handed player turns counter clockwise in making a throw to second after fielding a ground ball close to the line.

Before each pitch the first baseman observes the position of the second baseman and knows how far he should go to his right to field slow or medium ground balls. He fields all hard hit grounders possible, but as a rule, lets the second baseman field the slow and medium ones. When he goes far to his right it is necessary to make a long throw to the pitcher covering first and this is a difficult play for both the pitcher and the first baseman and should not be made unless necessary. On plays when it is necessary for the pitcher to cover first, the first baseman runs toward the pitcher and tosses the ball underhand so that the pitcher catches it in front of him just above the belt when he is a stride or two away from the base. The first baseman makes the play unassisted if possible.

The most difficult play a first baseman makes is the double play in which he fields a ground ball, throws to second, and covers first base for the return throw from the shortstop. In executing this play the first baseman aims his throw at an imaginary spot just to the inside of second. The throw is timed so that the shortstop can receive the throw in stride about chest high. After making the throw he dashes for first, looking back over his right shoulder. If possible he reaches the base and places his left foot against it in time to catch the ball, otherwise he must make the catch on the run and lunge for the base or back into it taking a chance on striking it with his heel. Exceptionally proficient pitchers sometimes cover first for the return throw on this play especially when the first baseman goes far to his right to field the ball. The first baseman observes the position of the shortstop before the pitch and times his throw accordingly, e.g., if the shortstop is far to his right the first baseman takes more time in fielding the ball and making the throw to second. Knowing this before the pitch gives the

In Part One of this article, in the April JOURNAL, the author discussed general features of infield play.

first baseman the proper mental set for the subsequent play.

The footwork of the first baseman in receiving throws from the infield is generally a criterion of his ability to play his position—polished footwork indicating fielding proficiency, awkward footwork inaptitude. On all ground balls he breaks for the base, and if the ball goes through the infield he watches the baserunner to see that he touches first base; if the ball is fielded, he takes a position in line with the throw and about a foot from the base, his feet being slightly spread with his weight equally balanced on the balls of his feet. From this position he shifts directly out to meet the ball, or to either side if the throw is wide. If the throw is to his left or right he shifts accordingly, placing the right toe against that edge of the base nearest him if the throw is to his left and the left toe against the base if the throw is to his right. In any case the shift is made as soon as the first baseman determines the direction of the throw. His stretch to meet the ball enables him to put out baserunners who otherwise would be safe. The most difficult throw for him to catch is one which he receives up the base line several feet at about the same time the baserunner reaches that point. A first baseman always sacrifices the base for the ball, that is, he never attempts an impossible reach, keeping his toe on the base and failing to reach the ball. Often he can make the put out by leaving the base to make the catch and either tagging the baserunner or touching the base.

If a play with the catcher is expedient when first is occupied, either the first baseman or the catcher might originate the play, the one not originating it giving an answer signal to the other in order that both might know the play is to be attempted. The play being on, the first baseman times his movements in such a way that he is covering first when the catcher receives the ball. Of course, the catcher might throw to first without having put on a play, therefore it behooves the first baseman to return quickly to the base after each pitch, that is, when first only, or first and third, are occupied. Occasionally he returns to first after the pitch when first and second, or first, second, and third are occupied so that he might receive a delayed throw from the catcher.

The Play of the Second Baseman

The second baseman performs a number of intricate plays such as pivoting double plays, starting double plays on balls hit to his left, going back on short fly balls, and fielding slow grounders which pass to the pitcher's left.

Generally the second baseman has ample time to field ground balls, get set, and make throws to first. But, by reason of this ampleness of time, the second baseman is prone to wait for ground balls and even move backwards to play hops, thus violating one of the principles of fielding grounders, namely, moving to meet the ball whenever possible. In going deep to his right the second baseman gets in front of the ball, spreads his legs much wider than usual, fields the ball, hurriedly straightens his body and throws overhand with all his power. In going deep to his left he often fields the ball with his gloved hand only, shifts his feet, and makes a hurried throw to first. On swift grounders to his right or left he has time to knock them down and then make throws. Frisch of the St. Louis Nationals is noted for his plays on this type of ground balls. Rarely does he play a game in which he does not dash to either side, knock down a grounder, quickly retrieve the ball, and make a hurried throw to first. A very difficult play for the second baseman is a grounder barely out of the pitcher's reach and to his left. On this play the baseman charges in, fields the ball in stride, and without straightening his body makes a snap throw to first. Frequently he does not have time to straighten his body, then he makes the play with his bare right hand.

Pivoting a double play is the test of a second baseman. With a baserunner on first and one or none out, the stage is set for a double play or a steal. Generally he covers second on right-handed batsmen and therefore plays closer to second than usual. The most difficult type of double play to pivot is that in which the second baseman receives the ball on the run from the short stop or third baseman. Hornsby was proficient at this play during his playing days. He had the faculty of receiving the ball while running across the base and throwing the ball across his body with an underhand movement without slackening his pace to any appreciable degree.

Others receive the throw a stride or two before reaching the base and throw while on the base, their momentum carrying them out of the path of the baserunner. When it is not necessary for him to receive the throw on the run he may use one of several methods of pivoting double plays, the most common of which is as follows: he reaches the base and straddles it as quickly as possible, and if the throw is over the base or to the second baseman's left, he shifts his right foot on the base and makes the throw overhand, at the same time stepping into the diamond as far as possible without sacrificing power behind the throw; if the throw is to his right, he shifts his left foot on the base and makes the throw.

Playing behind pitchers who are able to pitch the ball just about where they wish, the shortstop and the second baseman play batsmen with considerable skill. For example, when there is a right-handed batsman at bat and there is a possibility of a double play, the pitcher will attempt to pitch the ball low—preferably a low curve ball —because the batsman will generally hit a low curve ball on the ground to the left of the diamond and the infielders, particularly the second base combination, play accordingly. The player covering second glances at the baserunner as the pitcher is in the act of delivering the ball to the batsman, thus he is always set to cover the base.

With first and third occupied, two out, and an important run on third, the stage is set for a double steal, and both the shortstop and second baseman play important parts in combating this play. The one who covers second on the pitch does not straddle the base as usual but takes a position two or three feet in front of the base and as the throw approaches him he uses his peripheral vision to tell whether the baserunner on third attempts to score. If the latter does, the player covering second moves to meet the throw and make the return throw to cut off the run; on the other hand, if the baserunner on

third does not attempt to advance, the player covering second receives the throw and tags the baserunner going to second. Another method of combating the double steal is for either the second baseman or the shortstop to cover second while the other one moves to a position mid-way between second and the pitcher's mound to cut off the throw if the baserunner on third attempts to score. This latter method is not as satisfactory as the first because it requires that both the shortstop and the second baseman leave their positions as the baserunner on first breaks for second. Whenever possible the player with the stronger and more accurate arm covers second in either of the two methods.

The second baseman notes the catcher's signs to the pitcher and relays them to the center fielder and the right fielder, usually by a slight movement of the glove behind his back. By a word of mouth signal he relays the pitch to the first baseman. After the catcher has given his signs the more experienced player of the second base combination signals the other when to cover second on a given pitch. This is usually done by the player shielding his mouth with his glove and opening it when he wishes his teammate to cover the base, keeping it closed when he himself is covering.

With a baserunner on second it behooves the second baseman and the shortstop to keep him from taking too much of a lead. The shortstop breaks for the base and as he moves away the second baseman covers the base, or the second baseman plays the baserunner first, the former method being used with a right-handed batsman at bat. The pitcher is cognizant of these maneuvers and at the opportune moment he makes the throw to the base. When the baserunner is taking an unusually long lead or is careless in returning to the base, the second baseman or the shortstop signals the catcher for a play. If the catcher answers the sign the play is on—if not, there is no play. If the catcher answers the sign he signs for a pitch-out and the player covering the base breaks for the base as the pitcher delivers the ball to the batsman. Of course, the catcher sometimes throws to second when there has been no sign given, but in this case there is no pitch-out, and the player covering the base waits until the ball passes the batsman before breaking for the base.

On singles to the left field the shortstop receives the throw at second and the second baseman backs up the play. On singles to right field the second baseman receives the throw and the shortstop backs up the play. On singles to center field either one takes the throw, the one not taking the throw backing up the play. Players backing up plays stand about thirty feet behind the base to which the throw is made.

When the stage is set for a sacrifice the second baseman moves several paces from his normal position towards first so that he will be in position to cover the base. He makes every effort to reach the base in time to give the player fielding the bunt a target at which to throw the ball. A position about three feet inside the diamond is the best position from which to receive the throw from the area in front of the plate. The second baseman is alert for bunts and swinging bunts which get past the pitcher and which are out of the reach of first baseman. These generally have to be fielded with the bare hand.

In starting a double play on a grounder which he fields within twelve feet of second the toss is made underhand while moving toward the base. It is made so that it reaches the shortstop as he is in the act of stepping on the base, it being aimed at a spot mid-way between the shortstop's waist and chest. On a grounder more than twelve feet away from second he fields the ball, shifts to a throwing position by moving his right foot backward and at the same time placing his left foot in line with his right foot and the target. This throw is made overhand. However, there are instances when he is able to get in a satisfactory throwing position before fielding the ball thereby foregoing the shift of the feet. In this case the throw is made from the position in which the ball is fielded. Generally any grounder passing behind a baserunner which is fielded by the second baseman is played to first.

The Play of the Shortstop

Shortstop is the most difficult position on the diamond to play. A shortstop must be cat-like in his footwork, must possess a strong and accurate throwing arm, must be able to get throws away quickly, and must play batsmen correctly. His most difficult plays are on ground

balls hit deep to his right or left and also those slow ones which barely get by the pitcher. On these plays he must throw from semi-set positions and at the same time get power behind the throws. His throws are overhand as much as possible; however, on balls requiring considerable haste, he throws from the position in which he fields the ball. In coming in on slow grounders he sometimes fields them with only his gloved hand, straightens up, and throws while running.

In starting a double play on a grounder more than twelve feet away from second the shortstop throws either overhand or underhand to a spot about two feet to the inside of the base, timing the throw with the actions of the second baseman and aiming it at his chest. On a grounder twelve feet or less the shortstop tosses the ball underhand with his right hand to the second baseman, at the same time moving toward the base. The throw is aimed at the chest of the second baseman and is timed with his approach to the base. There are times when the shortstop goes deep to his left, fields the ball, and tosses it backhand with his bare hand to the second baseman.

In pivoting a double play he times his approach to the base with the actions of the second baseman in such a way as to receive the throw while in motion, throwing with his right foot on the base, his subsequent movements being to his left and out of the path of the baserunner. The throw is made overhand and with considerable power. When the second baseman goes to his left to field ground balls, the shortstop has time to take a position a pace or two back of the base, receive the ball, and throw overhand to first. He receives the ball from the first baseman back and to the left of second, then times his return throw with the actions of the first baseman in returning to first.

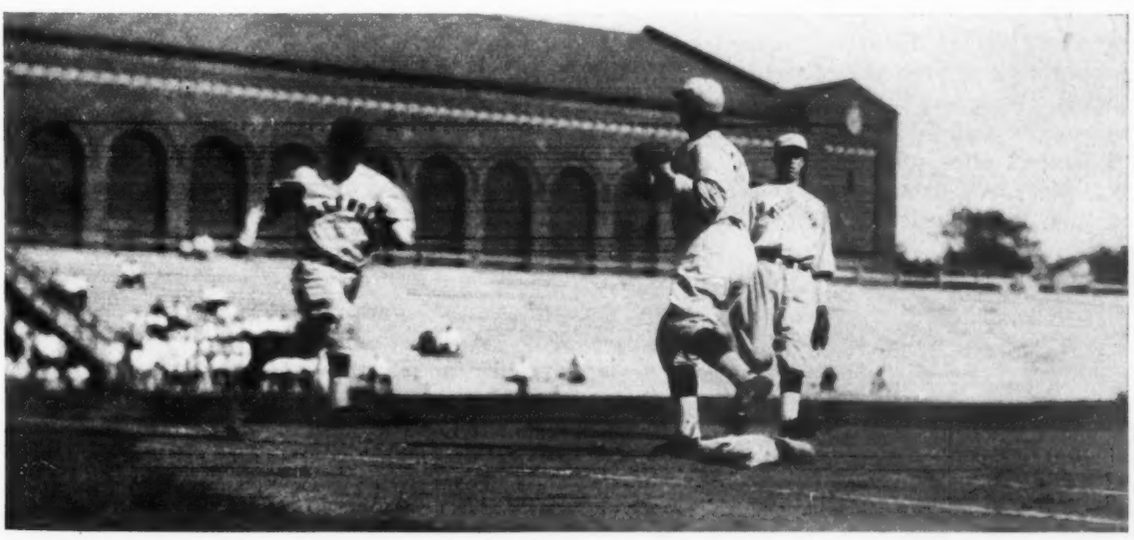
When the shortstop is to cover second he glances at the baserunner on first as the pitcher is in the act of delivering the ball to the batsman, and if the baserunner takes more than the usual break for second, the shortstop breaks to cover second. However, he takes care not to be bluffed into covering the base. He is alert to the delayed steal[1] and after the pitch takes a step toward second even though the baserunner makes no attempt to steal the base.

With second occupied and no one on third there is a possibility of a steal. Often the third baseman is surprised by a steal of third, as he faces the batsman and does not see the baserunner as he breaks for third; therefore, the shortstop is on the watch for such breaks and when they occur he shouts, "There he goes," thus warning the third baseman. Again, with a baserunner on first, or first and second, the opponents might attempt a steal or a hit and run play, and the third baseman having previously determined to make a given play on a ground ball is told by the shortstop to make the throw to first base.

With second base occupied the shortstop teams with the pitcher and catcher in holding the baserunner on the base. Sometimes pitchers and shortstops work out plays designed to hold baserunners close to second, one of which is for the pitcher to step on the rubber and note the position of the shortstop; when the latter is seen to the baserunner's right the pitcher knows there is a possible play and that the shortstop is going to cover second. In holding a baserunner on base, the shortstop takes several strides directly toward the baserunner, moving up behind him, and breaks for the base, receiving the throw just to the inside and rear of the base. Often this throw is received on the run and therefore it should be chest high. Although the shortstop will not be able to tag the baserunner as quickly as if the ball were thrown low, he will be able to handle the throw more easily; then, too, this high throw will lessen the chances of the throw striking the baserunner as he slides or jumps into the base.

With only second occupied and one or none out, there is a tendency for the baserunner to attempt to advance to third on ground balls hit to the shortstop's right. The shortstop is alert to this indiscretion on the part of the baserunner and plays the ball to third.

[1] A steal in which the baserunner does not break for the next base until the ball strikes the catcher's mitt.



Singles to left field with no one on base are quickly played to second to hold the baserunner on first. In receiving the throw, the shortstop stations himself between the base and the throw about two feet from the base. If the baserunner attempts to advance to second, the shortstop, pivoting and at the same time lunging for the base, tags the baserunner with his gloved hand. The first baseman shouts, "There he goes," or "No play," as the case might be. The second baseman backs up the play. Some baserunners make their turns and go about half-way to second base while watching the outfielder field the ball and the shortstop occasionally receives the ball and immediately throws to first.

Third Base Play

Third base is aptly termed the hot corner of the baseball diamond, not because balls batted down the third base line travel any faster than those down the first base line, but because the third baseman plays closer to the batsman than other infielders and, because of this close proximity, balls of a given velocity reach him quicker than they would other infielders. Also, there are more right-handed than left-handed batsmen and the power of right-handed batsmen usually is in the direction of left field, therefore the third baseman handles more hard hit balls than any other fielder.

By reason of the third baseman's close proximity to the batsman he has ample opportunity on most balls to play them carefully. After fielding the ball the third baseman usually takes time in throwing to first and the tendency in these plays is to lob, hold back, or aim the throw, thereby making inaccurate throws. Regardless of the amount of time he has to make the plays he should throw the balls with the usual power. On a swinging bunt he charges in, fields the ball, and throws while running. Occasionally it is necessary to make this play as well as ordinary bunted balls with the bare hand and, while running, throw the ball underhand. He is always alert for bunts, especially when a speedy player is at bat. When expecting a bunt he comes in several paces and fields the ball with both hands. On all bunts he listens for the catcher's voice telling him the base to which the play should be made. The third baseman shouts to the pitcher or catcher where to play the ball on bunts and swinging bunts. He always returns immediately to third after fielding bunts. With both first and second occupied and no one out and the stage set for a sacrifice, the third baseman and pitcher, after studying the relative speed of the baserunners and batsman, determine their strategy. Of course, final decision will be determined by the manner and direction in which the ball is bunted. Sometimes it is possible for the third baseman to charge in rapidly, field the ball, and throw to second for a force-out; and when the batsman is slow, it is possible to double him at first. Also it is sometimes possible for the pitcher, catcher, or first baseman to throw to third for a force-out. In the latter case he makes certain the ball is going to be fielded before he covers third. First one method and then the other is used, otherwise a clever offensive team would execute a double steal when the third baseman charges in, expecting a bunt. In case a double steal is attempted under such circumstances, the catcher throws to second instead of to third. The batsman might pretend to bunt as a means of drawing in the third baseman, thus setting the stage for a double steal. The best method of combatting this play is for the third baseman to assume a position about six feet from the base line and about four feet in towards the batsman from an imaginary line from second to third. From this position he is able to cover third on an attempted steal, or charge in and field a bunt. When the third baseman is in this position he does not have to move from his position regardless of the batsman's actions. In case a left-handed batsman who ordinarily is a right-field hitter hits to third base, the shortstop receives the throw from the third baseman. Likewise on this type of batsman, especially if he is slow, the first baseman plays deeply, therefore the third baseman, shortstop, and second baseman must give him time to cover the base. Again, on a left-field hitter, the first baseman plays far over toward second and must be given time to cover on balls hit to other infielders.

The third baseman as well as the first baseman moves over toward the line when an extra base hit is especially dangerous. With the count in favor of a right-handed batsman, the third baseman moves towards the line as a right-handed batsman will more likely pull that pitch than he would a pitch when the count is in favor of the pitcher. The distance moved will depend upon the extent to which the batsman is ahead or behind the pitcher, also upon the extent to which the batsman ordinarily pulls the ball.

Generally the third baseman fields all ground balls possible to his left; however, when the shortstop is playing over to his right on certain batsmen, the third baseman notes his position and, unless he is certain he can field the ball, he permits it to pass on to the shortstop while he himself falls to the ground if he is likely to interfere with the shortstop's efforts in making the play.

Whenever possible, the third baseman makes the short throw to second, e.g., with a baserunner on first there is always a possible force-out at second even though a double play is not being attempted. Also, when there are baserunners on first and second, there is always a possible force-out at third, particularly if the ball is batted to his right. And, of course, it is expedient to step on the base and throw to first on balls to his right when double plays are possible.

With one or none out and a baserunner on third, the third baseman might put on a play with the catcher. If the baserunner takes too much lead or is careless in returning to the base, the third baseman or the catcher might signal for a play, the player originating the play receiving an answer signal before the pitch. For example, the third baseman might originate the play, signaling the catcher by taking off his glove, the catcher answering by passing his bare hand over the back of his mitt. If the play is to be attempted, the catcher signals the pitcher for a pitch-out, and as the ball is being delivered to the batsman, the third baseman moves to a spot about three feet inside the base to receive the throw from the

catcher. Occasionally the throws to third are spontaneous. Pitchers rarely attempt to catch baserunners off third but with one or none out a play to third would be sound strategy, particularly if there was a dangerous batsman at bat.

With a baserunner on third and one or none out and a ball hit to an infielder or to the pitcher, the baserunner starts for home but, seeing the ball there ahead of him, stops, and moves backward and forward for the purpose of giving his teammate an opportunity to reach second. As the throw is made to the plate, the third baseman follows the baserunner, but remaining inside the line and slightly behind the baserunner. The catcher raises the ball overhead and with the ball in his right hand fakes throws with his forearm and wrist and at the same time moves toward the baserunner until the baserunner is close enough to the third baseman to be tagged out. The third baseman then immediately gives his attention to the baserunner who has rounded first and who may or may not have attempted to advance to second. Ideally, there are but two throws from the time the ball is hit until the baserunner is tagged out.

Case Studies

1. Only first base is occupied, none out, the batsman attempts to sacrifice but pops the ball in the air to the pitcher, the pitcher purposely drops the ball, recovers it, and throws to first, the first baseman tags the baserunner standing on first and then touches the base before the player who attempted the sacrifice reaches first, thus completing a double play. Touching the base first and then tagging the baserunner occupying the base would only force out the player who bunted the ball, the occupant of the base being entitled to the base.

2. Only first base is occupied and the stage is set for a sacrifice. The first baseman charges in as the pitch is being made while the second baseman runs around behind the baserunner and covers first, the catcher, having signaled for a pitch-out, immediately throws to the second baseman who tags the baserunner returning to first.

3. Only first base is occupied, a left-handed batsman is at bat, the count is three balls and two strikes, two are out, the first baseman plays off the base and three or four paces back of the baserunner.

4. First and second, or first, second, and third are occupied, a left-handed pitcher is pitching. He straddles the pitcher's rubber, looks toward the ground, and with his right foot kicks the ground which is the signal for the first baseman to break for first. Having given the first baseman opportunity to cover first he quickly makes the throw. If he should not actually throw the ball, it would not be a balk as he was not on the rubber.

5. First base is occupied, none out, the batsman bunts a ball which the pitcher attempts to field but misses, the pitcher continues after the ball, but seeing the first baseman going after it, he runs to cover first, but the baserunner is safe. On balls of this type the first baseman determines as quickly as possible whether the pitcher is able to field the ball. If the pitcher can field it, the first baseman covers first, but if it is evident that the

(*Continued on Page 335*)

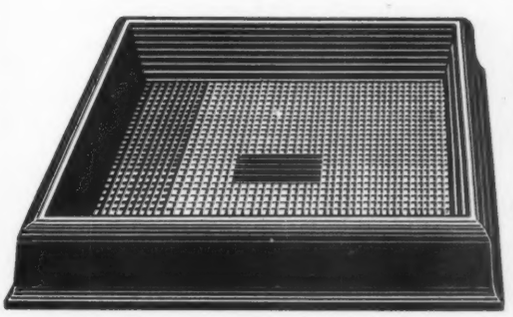
"Now It's Peeling"

FIRST his feet began to itch and the skin turned red. Now the skin is peeling. A case of Athlete's Foot being neglected. A case which may infect others! Many colleges and high schools use odorless Alta-Co to treat such cases. Still more important: they use this fungicide to help prevent the spread of Athlete's Foot. For Alta-Co, diluted 1-to-10, kills in less than 30 seconds the fungi which cause this infection. Yet, Alta-Co does not irritate the skin—is harmless to towels.

Alta-Co has been tested in laboratory and clinic by eminent, disinterested authorities. Practical results have confirmed their findings. Verbatim reports sent to coaches on request.

Odorless ALTA-CO

THE C. B. DOLGE COMPANY
Westport, Conn.



Send for booklet H-75
Foot Tub Service Deal

AROUND THE COUNTRY

WITH J. E. ROGERS

Carl L. Schrader, former State Director of Physical and Health Education, Massachusetts, will teach this summer at the University of Southern California.

William R. LaPorte, Director of Physical Education, University of Southern California, will teach this summer at the University of Washington, Seattle.

Dr. D. Oberteuffer, Professor of Physical Education, Ohio State University, will also teach at the University of Washington.

Henry Foster, University of Washington, will teach at the University of Southern California.

Frank S. Lloyd, New York University, will teach this summer with J. Fred Bohler at Washington State College, Pullman, Wash.

Hazel D. Rex, Toledo Public Schools, will be with Dr. Frederick W. Cozens at the University of California at Los Angeles.

* * *

Harry Samuel, University of West Virginia, has done a great job in promoting a strong state association and has led in the movement to get a state director.

* * *

H. G. Danford, Director of Health and Physical Education, Public Schools, Kansas City, Missouri, will teach at the Ohio Inter-Session, first term, this summer. Laurentine Collins of Detroit will teach at the same session.

* * *

James Edward Rogers, Director, National Physical Education Service, during the past eighteen months has been conducting campaigns for state directors in twelve states. Seven state superintendents of public instruction are interested and have put items in their budgets. It is hopeful that three or perhaps four new state directors will be appointed this year which will make the highest number in any one year during the past ten years. It is hoped to establish two directorships in states formerly with directors and to get two new state directors for the first time. This would be a very high average. State health and physical education associations have been most active in these campaigns. They have been most effective.

* * *

The 11th Annual State Conference for Physical Education in Massachusetts was held at the Boston Public Latin School on Friday, March 5. There was a record attendance of twelve hundred in the morning and eighteen hundred in the afternoon. Representatives from the following states were in attendance: Maine, Vermont, Rhode Island, Connecticut, and New York. We believe this is indicative of the widespread growing interest in this fundamentally important phase of education.

* * *

Officers of the Mid-West Section of the American Physical Education Association elected in April in Cincinnati are as follows: President, Laurentine Collins, Detroit Public Schools; Vice-President, W. K. Streit, Cincinnati; Secretary-Treasurer, August Pritzlaff, Chicago.

* * *

Ted Shawn will teach at Peabody Summer School for one week starting June 14.

* * *

It is reported that Dr. John Bovard, Dean of the School of Physical Education, University of Oregon, has resigned and will become Professor of Physical Education at the University of California at Los Angeles with Dr. Cozens.

* * *

The A.P.E.A. was the subject of an address by our secretary Professor Elmer D. Mitchell at the recent convention of the Canadian Physical Education Association in Toronto. Mr. Mitchell was most impressed by the progressive spirit of this young, growing organization, which is confronted by many of the same problems facing physical educators in the United States. The hospitality of this group is unbounded. Dr. Lamb, as usual, made an excellent presiding officer. Many Canadian delegates also attended the A.P.E.A. Convention at New York City.

* * *

Special honorable mention must be made of the splendid publication by the National Section on Women's Athletics of the A.P.E.A. called "Standards in Athletics for Girls and Women," containing guiding principles in the organization and administration of athletic programs. This is an excellent contribution and the committee is to be congratulated. Recognition should be given to the splendid leadership of Laurentine B. Collins, Chairman. Every intelligent leader in our field should get a copy of this publication.

* * *

The following people will teach at the State University of Iowa this summer: W. K. Streit of Cincinnati, Grace Stafford of Gary, Esther French, University of Chicago Laboratory Schools, and Ruth Murray, Assistant Professor of Health Education, College of Education, Wayne University, Detroit.

* * *

In accordance with the proclamation by the President of May 1 as Child Health Day, the State Department of Physical Education in Massachusetts is preparing a mimeographed pamphlet to assist its teachers in planning appropriate games and other outdoor activities for the celebration in the various schools throughout the state.

* * *

One of the outstanding events last month was the dinner and festivities celebrating the 25th anniversary at The Ohio State University of L. W. St. John, Director of Physical Education and Athletics—twenty-five years of sterling service to that great institution. Four hundred persons were present. It was formal. There was a galaxy of leaders from coast to coast. It was a great honor and a great recognition.

* * *

The officers of the Southern Association of Directors of Physical Education for College Women for the year 1937-1938 are as follows: President, Llewellyn Wilburn, Agnes Scott College; Vice-President, Anne S. Duggan, Texas State College for Women; Secretary-Treasurer, Bertha M. Kirk, State Teachers College, Fredericksburg, W. Va.; Members-at-large, Mrs. Mary E. Soule, University of Georgia, and Ima James, University of Oklahoma.

* * *

Dr. Ernest M. Best, who was inaugurated president of Springfield College, Springfield, Massachusetts, on February 1, was honored at a dinner given at the University Club in Boston, on Monday evening, March 15. The dinner was sponsored by representatives of leading educational and civic institutions in

★ Broderick Athletic Togs ★
APPROVED EVERYWHERE! GLENDALE, CALIF. • PARSONS, KANSAS
Write nearest factory, Dept. 1-A, for new Girls' Gym Suit Catalog and Price List
Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

Massachusetts. Principal speakers were Dr. Karl Taylor Compton, president of Massachusetts Institute of Technology, and Dr. Best. "Human Resources and Human Engineering" was the subject of Dr. Best's speech. "Since the future of any nation depends on better use of its human resources rather than material, we must concentrate our efforts on developing experts in human engineering. A skillful combination of cultural and professional education of the type in which Springfield College has been pioneering in the past few decades is of great importance."

* * *

Mercedes L. Nelson, teacher at the Roosevelt High School in Minneapolis, has the rare and unique distinction of also being a member of the Minnesota State Board of Education. She did much in seeing that a worthy state director succeeded Mr. Edgar W. Everts who went to Boston University. Mr. Harold Jack is now State Director of Minnesota.

* * *

Bonnie Cotteral of Denton State Teachers College, Texas, ran off the basketball program of her sister's W.A.S. program. The officers of the new Texas Directors Association recently elected are: President, Donnie Cotteral; Vice-President, Claire Mitchell, State Teachers College; Secretary-Treasurer, Mrs. Caroline McDaniels, Weatherford College for Women. Donnie Cotteral is Chairman of the Division of Physical Education and Chairman of the Southern Section, W.A.S. She is the sister of Bonnie Cotteral. These two live wires are giving fine leadership.

* * *

A great honor rightly deserved has come to Harold S. Wood, head of intramurals at The Ohio State University. He has become Director of Physical Education and Athletics at Wesleyan University at Connecticut, succeeding Dr. Edward Fauver. Dr. Fauver becomes Director of Health Service.

* * *

It is good to report that our good friend, Dan Chase, former State Director of New York, who was in an unfortunate accident, is now convalescing and on the road to rapid recovery.

Professor Leo G. Staley succeeds Harold Wood as Director of Intramurals at Ohio State University.

* * *

Attention should be called to the very fine publication entitled "Open Air Classrooms" which is a Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, published by courtesy of the National Tuberculosis Association.

* * *

Another publication released through the National Tuberculosis Association is "Preventing Tuberculosis"—a teaching unit for junior and senior high schools. This is in great demand by health and physical education teachers.

* * *

Dr. S. C. Staley is now Director of the School of Physical Education, University of Illinois. Dr. W. S. Wilson has been made permanent director of the Athletic Association.

Beginning this summer the School of Physical Education, University of Illinois, will offer graduate work toward a minor in the master's degree. Professor G. T. Stafford who is director of the service curriculum will be in charge of the new graduate school in physical education at Purdue this coming summer, and next year in addition to his other duties will offer a graduate course in "Problems of Health." Dr. C. O. Jackson, Assistant Professor of Physical Education at the University, writes "W. W. Brown and myself expect to attend the intersession and camp at New York University this coming summer."

* * *

Helen Byington, Supervisor of High School Girls, Houston, and Margaret Patrick, Supervisor of Elementary Grades, were co-chairmen of entertainment and special courtesies at the Southern District Convention. They did a magnificent job. The banquet was a most beautiful and outstanding one. A great deal of the credit for the splendid Convention was due to these two fine people.

DO THEY SAY THIS OF YOUR GYM?
I LIKE THIS GYM EQUIPMENT. IT'S CORRECTLY DESIGNED AND MADE OF THE BEST MATERIALS. MY GUESS IS THAT THE MEN WHO MADE IT CERTAINLY KNEW THEIR BUSINESS!
YOUR GUESS IS CORRECT!... IT'S PORTER-MADE—MANUFACTURED BY THE 68 YEAR OLD COMPANY THAT IS SUCCESSOR TO BOTH THE GYMNASIUM EQUIPMENT DIVISION OF A.G. SPALDING & BROS. CO. AND TO THE CHICAGO GYMNASIUM EQUIPMENT CO.
Manufacturers of Louden Gymnasium, Swimming Pool and Playground Equipment, Spalding Gymnasium Equipment, "Junglegym" Climbing Structures. Write for Booklet HP-1.
OFFICES IN ALL PRINCIPAL CITIES
J. E. PORTER
CORPORATION
OTTAWA, ILL.
Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

"How We Do It"

Cornerball—Modification of Basketball

COURT is divided in middle with two bases in each division. Bases are placed at opposite corners.

Team A: Takes one corner and places a guard in front of its base and a forward on the opposing team's base.

Team B: Takes the opposite corner and places a guard in front of its base and a forward on the opposing team's base. For large groups, opposing players are assigned to guard each other and may not guard other than their assigned opponent. The object of the game is for each team to complete as many passes into their forward, in the opposing team's base, as possible. The game is started by a jump ball at center. All play with exception of restricted guarding and scoring is called in conformity with the official basektball rules. Foul shots are similar to regulation basketball fouls and are shot on the common goal at the end of the court. This game is not a substitute for basketball, but can be used when the group is large and the space and equipment are meager. Two games can be in progress at the same time using the center line of the basketball court as the division line between the two courts.

W. B. Trosper
DIRECTOR OF PHYSICAL EDUCATION
HUNTINGTON HIGH SCHOOL
HUNTINGTON, WEST VIRGINIA

Spring Cruise: A Mixer Party

HAVE you tried a mixer party sponsored by the Physical Education Departments (including student gym leaders), and the student council? We have used them successfully at the Milwaukee Vocational School during spring seasons for several years.

The general plan is that of an indoor playday of games and activities in which all young men and women of the school may participate without previous practice or skill. The two gymnasiums are divided into four equal play spaces. The students are divided into four activity groups. At the end of a play period each group rotates to the next section, thus giving everyone the opportunity to participate in each activity.

Committees and Duties

Games:—The personnel included representatives from boys' and girls' student leader groups.

1. Chose games to be played.
2. Arranged order of games in each group.
3. Learned all games themselves.
4. Assigned game leader, boy and girl, to each group.
5. Responsible for equipment for own games.
6. Arranged identification of game leaders to make them stand out from group.

The games chosen were: Section I, folk dancing, Virginia Reel; Section II, "Run for Your Supper," "Hook Arm Tag;" Section III, cage ball; Section IV, rescue relay, dress and undress relay.

This committee profited by previous committees' experience in that they didn't use many balls. In fact the big cage ball was the only ball used. It is much easier for the leaders to handle guests who are not distracted by rolling equipment. Two leaders, a boy and a girl, were in charge of each section and remained there during the whole party and all the group rotation.

Teams Committee:—The personnel included representatives from boys' and girls' student gym leaders.

1. Decided on section markers. These were a standard on a base with colorful posters of various types of boats, each a different color.
2. Arranged to have markers made. Commercial art department made the posters for the markers.
3. Decided on student markers. These were mimeographed on four different colors of paper, yellow, green, red, blue.

Additional Apparatus

Most schools have had run-down equipment during the last few years. Now is the time to re-new old apparatus and add a few new pieces before prices take the advances.

For New Installations

It is up to the Physical Director to recommend the GYMNASIUM EQUIPMENT best suited for the Physical Education program. After making a list it is necessary to follow through to bids and installations.

Advertising for bids in local papers sometimes limits the bidding to local dealers.

It is to your advantage to deal direct with the manufacturer for

Basketball Backstops Gymnasium Apparatus
Steel Lockers

You are assured of correct information in the planning, construction and specification stages of your project.

SEND NOTICE OF YOUR
SPECIFICATIONS DIRECT TO

NARRAGANSETT MACHINE CO.

Gymnasium Division, P. O. Box 1472
Providence, R. I.

Factory—Pawtucket, R. I. New York Office—202 East 44th St.

4. Arranged to have the markers mimeographed.
5. Cut out the mimeographed markers.
6. Arranged system of giving markers at the door to divide the incoming guests into four groups of equal numbers. This was neatly done by having five members of teams committee at the door—one to take the tickets, and each of the others with one color markers. As the guests came in they rotated giving out the markers, thereby ensuring an equal number in each group.
7. Helped play all games, i.e., acted as assistant play leaders.
8. Had one person in charge of time schedule. The committee worked out a definite time schedule so that in the time allotted for the party each group had a chance to do each activity. The boy in charge was dressed as a ship's officer, and used a whistle to terminate play periods which were ten minutes long.
9. Had one person in charge of each section marker to move it to the next section when signal was given. Each of these four people wore white gob hats to make them stand out from the group.

Publicity Committee:—Personnel included members from social committee of student council.

1. Contacted all avenues of publicity in school
   a) Posters—Commercial Art Department
   b) School Paper—Journalism
   c) Bulletin Boards—Student Council
   d) Assembly Skit—Student Council and Game Leaders
   e) Class Contact—Student Council Representatives.

Tickets Committee:—Personnel included members from social committee of student council.

1. Had tickets printed.
2. Distributed tickets. This was done in two ways.
   a) Through school store.
   b) Through class officers.

Decoration Committee:—Personnel included members from social committee of student council.

1. Worked out decorations around central theme.
2. Decorated the two gymnasiums.

A gymnasium is a difficult place to decorate. Large colorful paper cutout seascape, sea animals, etc., were made and pasted on the walls. Basketball nets were tied together and huge paper fishes ensnared inside. It is possible to regulate the height of gymnasium lights, so these were lowered and decorated with crepe paper, blue and green the predominant color.

Check Room Committee:—School council social committee and student gym leaders:

1. Arranged for maintenance staff to set up movable racks for coats in the corrective room.
2. Managed the care and disposal of belongings of the guests.

Hostess Committee:—Personnel included representatives from student council social committee and student gym leaders.

1. Welcomed guests as they arrived
2. Assisted gym leaders in charge to show the guests an enjoyable time.

Finances:—There was no admission fee to the Spring Cruise.

Expenses:—The small expenses of tickets, markers, etc. are born by the school social fund. If a fee is charged, refreshments, as a cool drink and cookies, could be served.

Suggestions:—

With the free tickets we found it necessary to distribute more tickets than the number we could accommodate.

Enthusiastic support of the rest of the staff is a great aid to the success of the party.

Have the party the only event scheduled in the school for that day.

The less rolling equipment used, the less confusion there is for student leaders.

Volleyball would lend itself well as a game during the party. It might be fun to run a whole Volleyball Party.

Other names used for parties were: Turkey Mixer, Gym Jamboree, Autumn Roundup.

One's imagination readily begins to play on other "catchy" names. Let us hear from you if you "catch the idea" and try one of these parties in your school.

Helen M. Elliott
VOCATIONAL SCHOOL, MILWAUKEE

WHERE HEALTH IS THE PRIME CONSIDERATION

Every day, in spring, summer and fall, thousands of young people use the athletic field, the tennis court, the track, the baseball diamond, the indoor cage, for the kind of play that is intended to produce strong muscles and sturdy frames.

The perplexing question that is constantly before the athletic instructor is "how shall we treat these play areas to produce clean, healthy, compact, dustless, natural surfaces."

The Solvay Calcium Chloride treatment is the answer. It binds the surface through its compacting action and prevents surface cracking and weed-growth—does away with dust entirely—reduces the danger of infection—cuts sunglare to a minimum—all at a cost so low that it can be fitted without strain into today's reduced budgets.

Solvay Calcium Chloride has for many years been used by leading schools, universities and athletic associations. It is a clean, odorless, and harmless material that may be applied either by hand or spreader, just as it comes from the package (in small white flakes). It does not affect tennis balls or other equipment. Complete information will be sent upon request.

SOLVAY
TRADE MARK REG. U. S. PAT. OFF.
Calcium Chloride
SOLVAY SALES CORPORATION
Alkalies and Chemical Products Manufactured by The Solvay Process Company
40 Rector Street New York

Central District Association News

President—Edna McCullough, State Teachers' College, Emporia, Kansas.
President-Elect—Alfred O. Anderson, St. Louis, Missouri.
Vice-President—Harold K. Jack, State Department of Education, St. Paul, Minnesota.
Secretary-Treasurer—L. P. Washburn, Kansas State College, Manhattan, Kansas.

IOWA

Hugo Otopalik

The Council Bluffs schools for several years past have held playdays including all grades and schools of the county. Otto Wurl, the guiding spirit behind this movement, is to be complimented in thus bringing before the public school patrons this fine idea. Other schools over the state interested in this project and who wish some helpful hints on how to conduct playdays should get in touch with Mr. Wurl, who is always more than glad to help.

The trend in co-education at the high school level in Iowa is toward more of it in extra-curricular activity and a felt need or realization that more benefit would come from girls and boys gym classes together at regular intervals, with instruction in social dancing and less highly organized games as badminton, tennis, deck tennis, archery, and swimming. Almost all schools reporting and others known of have coeducational recreation.

The several state sectional teachers associations include meetings of duly organized physical education groups.

East Waterloo schools are inaugurating an enlarged intramural program this year, extending from the grades to high school. Harry Sievers is in charge of the new program. Lucille Herrling, formerly of Charles City, has replaced Laura Hammann as girls physical instructor in the East High School. Miss Hammann has moved to Ann Arbor, Michigan, as physical instructor in the high school there.

KANSAS

L. P. Washburn

The ninth annual meeting of the Kansas Health and Physical Education Association was held in Manhattan March 25 and 26. The following officers were elected for the coming year: Earl Kauffman, Jr., Topeka, President; Helen Saum, Manhattan, President-Elect; Oran Shearer, Garden City, Vice-President; Henry Shenk, Junction City, Secretary-Treasurer; L. P. Washburn, Manhattan, Director of Publications; Earl Kauffman, Jr., Thora Ludvickson, and Ardis Hill, Representatives to District Council; L. P. Dittemore and L. P. Washburn, Representatives to National Council.

A set of Precedents and Traditions was drawn up and accepted for the guidance of the officers for the state Association. A change was made in the term of office of representatives for the district and national councils. Hereafter the President of the Association automatically serves a two-year term as a member of the district council and immediately following a two year term as a member of the national council.

Dr. Harry Scott, The Rice Institute, Houston, Texas, was the principal speaker, speaking three times; his talks were very well received.

The Kansas State Association has a paid-up membership at the present time of 184.

MINNESOTA

A. F. Brainard

State Commissioner of Education, Dr. John G. Rockwell, and Harold K. Jack, State Supervisor of Health and Physical Education, called a state-wide meeting of superintendents and teachers of physical education on March 27 to discuss the problems of health and physical education throughout the state of Minnesota.

The meeting was called principally because of the visit of James E. Rogers, National Field Secretary of the American Physical Education Association. The meeting was presided over by Mercedes Nelson, president of the Minnesota Physical Education Association. Mr. Rogers spoke regarding the problems of present day physical education. Following were group meetings divided into superintendents, women teachers, and men teachers. The superintendents met with Mr. Rogers who discussed the problems of physical education in terms of the administrator. The women's section met with Margaret Isaacs of the University of Minnesota, who discussed the modern dance. The men's group was presided over by Dr. Carl Nordly from the University of Minnesota, who discussed the experimental work in health and physical education in the Litchfield and Glencoe schools.

The sections again reconvened in the general meeting at which a panel discussion was held. The following people led the discussions on problems, presented by Miss Nelson: Dr. A. B. Caldwell, Deputy State Commissioner of Education; Prudence Cutright, Assistant Superintendent of Minneapolis schools; Mr. Harold Jack, State Supervisor of Health and Physical Education; Thomas Pfaender, Director of Physical Education in New Ulm Public Schools; Katherine Lennon, St. Paul schools; and Superintendent J. H. Bailey, Litchfield. This discussion was entered into by a majority of the group, and it was summarized by Mr. Rogers.

MISSOURI

Marian Bernard

Invitations were received from several colleges to playdays during the months of April and May. Miss Koetting from Cape Girardeau State Teachers College sponsored "The Round-up" on April 10. Central College at Fayette and Fontbonne College are two others planning programs.

The St. Louis Public High Schools are planning on a half holiday for a High School Field Day on May 21.

A number of Missourians attended the district convention in Denver, among them A. O. Anderson, newly-elected President of the Central District.

Kansas City Department of Physical Education, Health, and Recreation has been editing an excellent bulletin entitled "The Bulletin of Health and Physical Education." Mr. Danford is in charge of the Department.

A committee composed of classroom teachers, principals, and physical directors of St. Louis met recently to make plans for a physical education demonstration to be held in conjunction with the Missouri State Teachers Convention in November.

District meetings throughout the state of Missouri have sponsored excellent physical education sectional meetings. The Association has emphasized during the past year the importance of contacting by this means all those who are teaching physical education. The St. Louis County district reports a program which included Gwendolyn Drew from Kent State University and Dr. Howard McClusky from the University of Michigan.

The physical education sectional meeting of the Missouri State Teachers Association offered as its speakers Edna McCullough and Dr. A. Morris Ginsberg, at the annual meeting held this year in Kansas City.

NEBRASKA

Clara Rausch

The Nebraska State Educational Association featured varied and different programs in the section meetings held this year. In District One, the fundamentals of speedball were shown, followed by a group discussion on "Problems of Girls' Rules" led by Bertha Lambart of Everett Junior High School; "Problems of Boys' Rules" by Lewis Hustin, also of Everett Junior High. Mr. James E. Lewis of the Lincoln Recreation Department discussed "Supervised Play" for those interested in the Rural School Section.

In other Districts, several combined meetings of art, music, and physical education sections were held. Dr. J. B. Nash addressed Districts Two and Three. Participants in other meetings were Professor W. H. Brown of the University of Nebraska, Ruth Winsher, Helen Kennedy, L. F. Klein, Dr. E. K. Fretwell, J. Ray French, and Adelaide Miller.

Southern District Association News

President—Alfreda Mosscrop, Alabama College
President-Elect—Thomas E. McDonough, Eastern State Teachers College, Richmond, Ky.
Vice-President—J. Lewis Cook, Hoke Smith High School, Atlanta.
Secretary—Mrs. Helen Corrubia, Public Schools, Tulsa.
Treasurer—G. L. Hermance, The Rice Institute, Houston.

THE TENTH ANNUAL SOUTHERN DISTRICT CONVENTION AT HOUSTON, MARCH 17-20

Officers elected for the coming year for the District are as follows: President, Alfreda Mosscrop, Alabama College, Montevallo, Alabama; President-Elect, Thomas E. McDonough, Eastern State Teachers College, Richmond, Kentucky; Vice-President, J. Lewis Cook, Public Schools, Atlanta; Secretary, Mrs. Helen Corrubia, Public Schools, Tulsa; Treasurer, G. L. Hermance, The Rice Institute, Houston; Members-at-large, Sam Venable, University of Tennessee, Knoxville, and Lynn Sherrill, L. S. U., Baton Rouge.

The attendance at the Convention was excellent considering the distance most of us had to travel. Total registration, members, 758; total attendance, 2061. The 1938 Convention will be held in Atlanta with the National Convention.

The people below are a few of the prominent speakers who were heard at the section and general meetings. Many local and state people were also on the program. Dr. C. L. Brownell, Columbia; Dr. W. W. Bauer, American Medical Association; Fannie Shaw, National Tuberculosis Association; Marion Telford, National Safety Council; James E. Rogers, National Recreation Association; Dr. E. E. Oberholtzer, Superintendent of Schools, Houston; Mr. and Mrs. Ernest Thompson Seton; Harold T. Taylor, Louisville; Dr. A. D. Browne, L. S. U., Baton Rouge; Dr. Harlan G. Metcalf, Peabody College, Nashville; Dr. Josephine Rathbone, Columbia; Dr. R. C. Quimby, Berea.

ALABAMA

Blanche Chapman

The importance of our annual state physical education meeting in Birmingham on March 19 was greatly enhanced by having as our main speaker Mary Channing Coleman. She spoke of "Footprints on the Sands," outlining some of the trends and challenges that confront physical education. A luncheon in honor of Miss Coleman was another outstanding feature of the meeting. In her clever talk at this time she told us how "They Made a Lady Out of Lizzie." Her many old and newly made friends want to thank her for coming to us.

The meeting and luncheon this year were held jointly with the meeting of the High School Athletic Asosciation.

At the business session of the association, the following officers were elected to serve for the school year of 1937-38: President, C. A. Farmer, Troy; Vice-President, Onie Gibson, Bessemer; Secretary-Treasurer, Edythe Saylor, Alabama College, Montevallo; Publicity Chairman, Marion Bozenhard, Howard College, Birmingham; Membership Chairman, Grace Wilson, Cullman.

We were very fortunate to have Dr. James F. Rogers speak to several groups of physical educators and administrators throughout the state on his flying trip to this section early in March. He addressed groups in Montgomery, in Montevallo at Alabama College, and Birmingham. He brought some very worth-while ideas, and pointed out again to us our responsibility in this rapidly changing civilization.

ARKANSAS

A committee of physical education teachers in cooperation with members of the State Department of Education is working on a state requirement in health and physical education for the elementary and secondary schools of the state, a requirement of stated courses in health and physical education for all elementary teachers, and a course of study leading to a minor in physical education which state colleges can offer and which the State Department of Education will recognize.

This committee, which has started work this winter, is the result of prolonged effort on the part of a few physical educators in this state to get some recognition for physical education in the school systems of the state.

KENTUCKY

Kentucky had a luncheon meeting on Friday during the Mid-West Convention in Cincinnati. Thirty-six members from several colleges were present and enjoyed good fellowship and short talks by Prof. S. C. Staley, University of Illinois, and Dr. Jackson Sharman, University of Michigan. Prof. M. E. Potter, Head, Physical Education Department at University of Kentucky, presided.

The Kentucky Health and Physical Education Association planned an interesting variety of meetings during the Kentucky Education Association held in Louisville April 14-17.

Thursday, Dr. Paul H. Teschner, Assistant Director of Health and Public Safety, Chicago, was the speaker at a luncheon.

Friday afternoon there was a Games Demonstration—including a cross-section of physical education activities in all grades, and a Sports Demonstration in table tennis, casting, archery, badminton, golf, etc.

Those from Kentucky attending the Houston convention were M. E. Potter, University of Kentucky, Lexington; T. E. McDonough, Eastern State Teachers College, Richmond; Harold Taylor, Louisville; Miss Dudley Ashton, Louisville.

LOUISIANA

Under the leadership of Dr. A. D. Browne, Professor of Health and Physical Education at the Louisiana State University, an interesting recreational program has been started. Every type of activity in the field of Recreation is offered. Dr. Browne has the following assistants: Mrs. Nita Sheffield; Ruth L. Price; Caro Lane; Lynn Sherrill, President of Louisiana Physical Education Association; Mrs. Louise K. Selleck.

A committee consisting of a representative from each State College and five high schools in the State met in Baton Rouge March 6 to make recommendations to the Louisiana Athletic Association in the matter of girls' activities in health and physical education in the State.

The following were present: Caro Lane, L. S. U., Chairman; Mrs. Vesta Richard Bourgeois, S.L.I. (elected Sec't.); Christine Moon, La. Tech; Mrs. Thelma Z. Kyser, Louisiana State Normal; Mary Bush, Southeastern; Lucy Mell Platt, Byrd High School, Shreveport; Zoe Collins, Sulphur High School; Carmen O. Bealle, Covington High School; Edwynne Joseph, Neville High School, Monroe; Gertrude Allain, Kahn High School, New Orleans.

OKLAHOMA

The second annual Playday for High School Girls will be held at Southeastern Teacher's College, Durant, April 9. This Playday, started in 1936, includes schools from the twelve counties in the southeastern district of Oklahoma.

Nu Chapter of Phi Delta Pi, national professional physical education fraternity for women, is located at Southeastern Teacher's College, Durant. In addition to helping sponsor a National Camp for underprivileged children, Nu Chapter has been active in promoting professional growth on the campus at Southeastern.

Elizabeth Barrowman, Director of Physical Education at Southwestern State Teachers College, Weatherford, writes that her newly organized department is functioning nicely. She is sponsoring a class volleyball tournament and through the W.A.A. hopes to build up an intramural program. Miss Barrowman is a graduate of Oklahoma University and has only been at Weatherford this year.

From the Northeastern Teachers' College at Talequah, R. K. Jaggard writes that a class of both men and women has been started this year and has met with a large degree of success. The activities of this class consist of volleyball, table tennis, badminton, box hockey, shuffleboard and other games of definite recreational value.

Mid-West District Association News

President—Laurentine Collins, Detroit Public Schools.
Vice-President—W. K. Streit, Cincinnati Public Schools.
Secretary-Treasurer—August Pritzlaff, Chicago Public Schools.

ILLINOIS

C. E. Horton

Some interesting highlights on the program of physical education at Fairmount illustrate what can be done in a small school having an enrollment of only sixty-five students. The program, which calls for physical education twice a week for boys and girls, meets the state requirements for credit towards graduation. During the past five or six years, this program has been revised until now it ranks among the best in the state for small high schools. During the month of April, the annual gym circus was planned and successfully run off. Fairmount has maintained a constant objective of trying to sell physical education to the community and to acquaint its patrons with the content of the regular program. Intramurals, conducted throughout the year during the noon hour, have proved highly successful. This program should be an inspiration to others in similar situations as it demonstrates clearly what may be done with a small group.

The regular spring meeting of the Southern Division of the State Physical Education Association held in Carbondale included an interesting program featuring pictures and discussions of the last Olympiad by Leland P. Lingle. William McAndrews of Southern Illinois State Normal University presented an interesting paper on "Future Programs." Marie A. Henrichs read a paper on "Health and Physical Education." The officers of the Southern Division are: Virgil Wilson, Vice-President, Marion; A. F. Bridges, Secretary, Carbondale; Mr. Berkholtz, President, has been employed out of the Southern Zone.

The School of Physical Education at the University of Illinois will offer two graduate courses toward a minor for the Master's degree starting in the summer of 1937. It is also planned to offer one course each semester of the 1937-38 school year of graduate work in physical education.

INDIANA

A. L. Phillips

Recognition is given to the following physical education teachers:

Grace Stafford of Gary has been appointed State Chairman of the Women's Division of the N.A.A.F.

Edna Munro, Director of Physical Education for Women, Indiana University, was elected Secretary-Treasurer of the National Association of Directors of Physical Education for College Women.

Keith Crown of Horace Mann High School, Gary, was elected President of the Indiana High School Coaches Association.

Rachel Benton, Assistant Professor of Physical Education, DePauw University, is the State Chairman for the Women's Athletic Section for soccer, speedball, and fieldball.

Clotilde Patton Sanguinet, of Columbia University, is the new director of the School Health Division of the Indiana Tuberculosis Association.

MICHIGAN

Roy J. McMurray

In the March issue of the *Michigan Physical Education News* many fine contributions of interest to physical education teachers were published. In the article by Eugene B. Elliott, State Superintendent of Public Instruction, he has written, "Michigan's physical education program should have as its objective the improvement in health of the boys and girls of our schools. Health has long been recognized as a cardinal principle, not only in education, but in life itself. Those who work in physical and health education should so shape their programs that this objective is always their aim. . . ."

A State Conference on Delinquency Prevention was held March 11 in the Auditorium Studio of WWJ, *The Detroit News*, in Detroit. This was a conference of real value and the lessons will do a great deal in the prevention of crime.

The Michigan physical education people who were in attendance at the Mid-West Convention in Cincinnati want to thank their Ohio neighbors for the hospitality shown us during the convention and also for the many fine ideas that we brought home.

OHIO

Lewis S. Moorehead

At the annual meeting of the Ohio Physical and Health Education Association held in Cincinnati, April 3, State Director of Education E. L. Bowsher was the principal speaker. Officers elected at this meeting were: President, Sidney Boyd, Ashland City Schools; Vice-President, Dr. Helen Coops, University of Cincinnati; Treasurer, P. C. Bechtel, West Liberty High School; Secretary, Lewis S. Moorehead, State Supervisor of Physical and Health Education.

The following members-at-large were appointed: Jean Foster, Withrow High School, Cincinnati; R. K. Miller, Wilmington College, Wilmington; Dr. D. Oberteuffer, The Ohio State University.

The following report was made by the Resource Committee of the Association: 1. A list of the cities, colleges, and universities in the state of Ohio that have excellent libraries in which material is available for the field of physical and health education; 2. Places in Ohio at which research is being carried on in the field of physical and health education; 3. A list of some of the outstanding physical and health education programs in the State of Ohio; 4. A number of miscellaneous official and non-official state services.

The State Department of Education would like to take this opportunity to thank those who were responsible for the fine Mid-West Convention held in Cincinnati, March 31-April 3.

Eastern District Association News

President—Franklin J. Gray, Springfield, Massachusetts.
Past-President—Jay B. Nash, Ph.D., New York University.
Vice-President—Dr. Hiram A. Jones, Albany, New York.
Secretary-Treasurer—Grace E. Jones, Summit, New Jersey.

DISTRICT OF COLUMBIA

Dena Whitesell

A health conference sponsored jointly by the public schools and the Tuberculosis Association of the District was held on April 5. There were three meetings in the afternoon and one at night. Fannie Shaw spoke at one of the afternoon meetings and led the discussion which followed. Dr. Iago Galdston and Dr. Ireland each gave very interesting lectures at the administrators' meeting. Dr. Galdston was also the principal speaker at an evening meeting held in the Y.W.C.A

The third annual conference of the Physical Education Association of the District of Columbia was held at Roosevelt High School on April 10. The morning meeting consisted of a discussion of several subjects. Dr. Brownell spoke at the luncheon on "New Trends in Physical Education." The afternoon was given to a business meeting and the election of officers for the next year.

NEW JERSEY

Dr. A. G. Ireland

The Fifth Annual Coaching Clinic at Rutgers University exceeded the already high standard of excellence established for this popular event. For two days the coaches and athletic directors

met under the leadership of Professor George F. Little, Chairman of the Department of Physical Education. The speakers included Major Frank Wandle of Yale; John DaGrosa of the Football Institute; Lew Fonseca and Roger Peckinpaugh of the American League; President H. C. Byrd, University of Maryland; and John F. Coffey of Fordham Universtiy.

According to the talk going around, many physical education teachers are planning to attend the National Recreation Congress at Atlantic City, May 17-21.

Physical education teachers have been attending the various social hygiene conferences this winter and spring.

The State Department of Public Instruction announces that the course of study on Highway Safety will be ready for the opening of schools in September.

Because of the increasing demand for teachers in the field of health education, the New Jersey State Teachers College at Newark will soon offer through its Extension Division a plan whereby a teacher in service may work for a bachelor of science degree in education with a major in health education. This opportunity should appeal to many teachers in and near Newark.

The supervisor of music at Red Bank is conducting a fine program of rhythmic activities in the elementary grades.

Panzer College is sponsoring an Interscholastic Archery Tournament for High School Girls on Saturday, May 8.

The Teaneck High School has added a divisible gymnasium to their building. It is to house the junior high school classes. Outstanding features of the construction are the motorized partition, the acoustic treatment of the ceiling, and the lane showers. This gymnasium greatly adds to the physical education facilities.

RHODE ISLAND

E. Anna Johnson

The Rhode Island Physical Education Association holds four meetings during the year. The first meeting is always held in connection with the Rhode Island Institute of Instruction meetings in October. Charles C. Wilson, M.D., Director of Health and Physical Education in Hartford, Conn., gave an address on, "Changing Viewpoints in Health and Physical Education" at that meeting.

The second meeting was a social affair which was held at the "Verdandi Club" in Spring Green. Dr. Alexander J. Stoddard, Superintendent of the Providence Public Schools, and Mrs. Stoddard were guests of the Association. After a "Smörgasbord" supper, a group of the Providence members furnished a program of vocal selections, character and tap dances. Social dancing, community singing, and impromptu responses from the group brought this most enjoyable and successful meeting to a close.

The third meeting was held April 8, 1937 at the Gilbert Stuart Junior High School in Providence. Carl L. Schrader, Consultant Specialist in Research and Surveys in Physical Education, spoke on the "Inconsistencies in Physical Education."

The final meeting will be held the first part of May. Marjorie Bouvé, Director of the Bouvé-Boston School of Physical Education, will show moving pictures of "Physical Education in Japan." Officers for next year will be elected at this meeting.

VERMONT

Richard F. Hayden

Mary A. Deblin, School Health Nurse in Rutland, has been seriously ill for some time, and the fine program she started is being carried on by Ann Hinchey and Pauline Crossman.

Annette Eveleth, former school nurse in Proctor, is now serving as County Health Supervisor, with offices in Middlebury. Margaret Wall, St. Albans, Bessie M. Jones, Burlington, and Margaret Marsh, Brattleboro, are also active nurses of our Association who are making definite contributions to the health program of the state.

Students at Castleton Normal School are busy with their intramural program. Both the theory and practice of physical education are being enthusiastically received. Dr. Caroline S. Woodruff is principal. Johnson and Lyndon Normal Schools are also greatly improving their programs.

Women's Athletic Section News

Amy R. Howland

Corecreation is the subject of a study and investigation that the Content Committee has carried on this past winter. Trends in coeducational recreation and activities offered to mixed groups in high schools have become apparent. These trends, together with a list of activities, classified as to type and appropriate time for conducting, have been compiled with notations on the more unique contributions and methods of organization. This study in mimeographed form may be secured for twenty cents from the A.P.E.A. Office, 311 Maynard Street, Ann Arbor, Michigan.

The Publicity Committee of the W.A.S. has been particularly active this year and has done an outstanding piece of work in publicizing the services of the Section. The scope of the activities carried on and promoted by this committee is such that a comprehensive annual report would be difficult to make and impossible to print in this column. Alma Porter, Needham, Massachusetts, is Chairman and has been assisted by a hard-working group of women, each one of whom represents some special field in the area of sports and athletics for women. Information about particular problems may be secured by writing directly to members of the committee representing the special school level in question: Florence Somers, Margaret Eaton School, Toronto, Canada, Teacher Training; Kathryn Snyder, Winsor School, Brookline, Massachusetts, Private Schools; Anne Hodgkins, Girls Service League, 138 East 19th Street, New York, Recreation; Clara Fedler, University of Indiana, Bloomington, Indiana, Colleges; Ethel Bowers, National Recreation Association, 315 Fourth Avenue, New York City, Studies in the Field and Field Work. Serving on the Editorial Staff are Janet Owen, Advisor for Newspaper Publicity, *New York Herald Tribune,* New York; Bernice Taylor, Non-Professional Publications, State Teachers College, Framingham, Mass.; Alice Frymir, Editorial and Rules Committee of the W.A.S., A. S. Barnes and Company, New York. Representatives for the standing committees are Selma Broder, 108 Bellvedere Place, Yonkers, N.Y., Content; Elizabeth Rogers, State Teachers College, La-Crosse, Wisconsin, Research; Helen Coops, University of Cincinnati, Cincinnati, Ohio, Standards. Each district has its own representative on the Publicity Committee. Information and assistance may be secured from any one of the following members: Eastern, Frances Foley, State Department of Education, Hartford, Conn.; Midwest, Jessica Nixon, Hathaway-Brown School, 19600 North Park Blvd., Cleveland, Ohio; Central, Elinor Hencken, The Principia School, St. Louis, Mo.; Northwest, Elsie Stuhr, State College, Corvallis, Oregon; Southwest, Regina Messing, San Benito County High School, Hollister, California; South, Jessie Garrison, State Department of Education, Montgomery, Alabama.

The Research Committee reports excellent cooperation on the Activity Census from schools and colleges with large student enrollment. The small schools, however, are not well represented in the census. If you teach in one of the small schools, or know of someone who does, will you assist in this important survey by sending in the required information? See the March issue of the JOURNAL, page 163.

All the publications of the National Section on Women's Athletics, except the Guides, are now available through the A.P.E.A. Office. See the advertisement on Cover III of this issue for titles and prices.

New issues of rule books for several sports are now ready for distribution. Don't use last year's books unless you want to be "dated." Copies may be secured direct from Mr. John T. Doyle, American Sports Publishing Co., 105 Nassau Street, New York.

Southwest District Association News

President—C. W. Davis, Berkeley, California.
Vice-President—Wilma Jeppson, Brigham Young University.
Sec'y-Treasurer—Catherine Worthingham, San Jose State College.

ARIZONA

Ina Gittings

Arizona State Archery Meet was held at Tempe, March 13 and 14. Fifty contestants participated. A. J. Cosner, Phoenix, won the title in the men's events. Virginia M. Kling, University of Arizona, won the title in the women's events. The meet will be held at the University of Arizona in 1938. Virginia M. Kling, Assistant Professor in Physical Education for Women, University of Arizona, was elected President for the year ending March 1938.

A mixed doubles student-faculty golf tournament with forty participants was completed March 20 on the Municipal Golf Course, Tucson. Success and interest in such mixed recreation seems proof of the desirability and importance of this type of program.

A Women's Bowling Tournament including twenty-five University of Arizona women was concluded March 23. From this group a team will be chosen for inter-collegiate state competition.

A new project in mixed recreation has taken definite form at the University of Arizona. March 24 there was staged an open recreation evening in the students' new recreation hall. This hall is conducted entirely by students—financed by their own athletic fees and managed by the Board of Control. The hall—90 x 100 feet—includes a dance floor 90 x 80 feet, two bowling alleys, a fully equipped soda fountain, piano, Victrola, orchestral shell, and provisions for games of skill.

In the newly launched Arizona State Association of Health Education, Physical Education, and Recreation, chairmen have been chosen to organize spring sectional meetings. The chairmen are as follows: Northern Arizona, Aaron McCreary, Arizona State Teachers College, Flagstaff; Eastern Arizona, R. V. Zegers, Miami High School, Miami; Central Arizona, William G. Payne, Phoenix Union High School, Phoenix; Southern Arizona, Ina Gittings, University of Arizona, Tucson.

CALIFORNIA

Louise S. Cobb

At the Southwest District Convention in Fresno the officers of the District were unanimously reelected for one year. Their names appear at the head of this column. Wilma Jeppson, Vice-President, was unable to attend because of serious illness. The Southwest District sent her a message of cheer and regretted her inability to attend.

A membership report showed an increase from 237 members in March, 1936, to 516 members in March, 1937.

All who attended the Fresno convention were delighted with the splendid arrangements made for the group by Earl Wight and Margaret Swift and their coworkers in Fresno.

Section chairmen for the Southwest District were appointed as follows:

Camping, Frank Kleeberger; Dance, Lucile Czarnowski; Health Education, Bernice Moss (Utah); Men's Athletics, R. H. Lavik (Arizona); Public School, Grover Gates; Recreation, Walter Scott; Research, James W. Coleman (Nevada); Teacher Training, W. H. Orion; Therapeutics, Claire Colestock; Women's Athletics, Hazel Cubberley.

The California Association of Health, Physical Education, and Recreation elected the following officers for the coming year: President, Cecil Martin, Pasadena; Vice-President, Florence Hale Stephenson, San Francisco; Secretary, W. H. Orion, Sacramento.

F. W. Cozens, Chairman of the Department of Physical Education for Men at the University of California at Los Angeles announces that Dr. John F. Bovard, now Dean of the School of Physical Education, University of Oregon, has accepted a position as Professor of Physical Education at the University of California at Los Angeles, beginning July 1, 1937.

Irene Williamson, Chairman of the Department of Physical Education at Mills College, has announced plans for the Mills Summer School. Tina Flade will offer a course in Modern Dance for men only, in addition to other courses for professionals and amateurs. Courses in sports and coeducational recreation are included in the summer program.

Dr. Walter H. Brown, Professor of Hygiene and Physical Education and Director of the University Health Service at Stanford University, conducted fourteen public forums from March 20 to April 3 on social diseases, in Orange County, under a plan instituted by Dr. Studebaker, United States Commissioner of Education.

The Annual Recreation Week for Oakland is scheduled for May 17 to 21. Schools and community will stress recreational facilities and forms of activity.

Luell Weed and Margaret Barr, Department of Physical Education for Women, Stanford University, attended the Pacific Camp Directors Conference at Asilomar in March. Mrs. Barr is making plans to conduct courses for camp leaders at Stanford University.

NEW MEXICO

Pauline Gabriel

Marie Jensen, Albuquerque High School, and O. C. Dunbar, New Mexico Normal University, have been elected as the New Mexico members of the executive committee of the Southwest District.

The Central District meeting in Denver was attended by four members of the New Mexico Normal University Physical Education and Health Departments: Stewart Clark, Pauline Gabriel, Helen Phelps, and O. C. Dunbar.

The Physical Education Majors' Club at the University of New Mexico at Albuquerque presented "The March of Sports," a demonstration of the work offered by the Women's Physical Education Department. It is felt that a demonstration in itself acts as an incentive to further interest in girls' sports.

The Second Annual Sport Day for girls was held on April 24 at the University of New Mexico. Schools invited to participate this year include New Mexico Normal University, Las Vegas; New Mexico Spanish-American Normal, El Rito; New Mexico School of Agriculture and Mechanical Arts, State College; New Mexico State Teachers College, Silver City; Eastern New Mexico Junior College, Portales.

UTAH

Bernice Moss

Utah was well represented at the Western Division Recreation and the Southwest District Physical Education Conventions held at Fresno during March. Thirty-eight Utah persons attended the Recreation Conference. Utah representatives at the Physical Education meetings were Charles J. Hart, President of the Utah Association; Alice Brinton, Vice President; Bernice Moss, State Director of Health and Physical Education; Edvenia Jeppson, Ogden, and H. B. Hunsaker, Logan. Mr. Hart, Miss Brinton, and Miss Moss are representatives from Utah on the Executive Committee, while Wilma Jeppson of the Brigham Young University was re-elected Vice President of the District. Miss Moss was elected Convention Manager for the 1938 Convention, which will be held in Salt Lake City.

Regional conferences of the Utah Health and Physical Education Association have been held in three of the six districts to date, and two more are planned. District Two met in Salt Lake City, March 6, District Six in Cedar City, March 13, and District One in Logan, April 3. Chairmen of the Districts, largely responsible for the success of the conferences, are Kathryn Griffin and Russell Magleby, District Two; Howard Linford and LaVera McArthur, District Six; H. B. Hunsaker and June White, District One. All conferences have been well attended and worth-while programs have been presented. Outstanding have been the demonstrations in dancing, stunts and tumbling, social recreation, and recreational games.

News from the Dance Section

Charlotte G. MacEwan

At Randolph-Macon Woman's College, Eleanor Struppa and her dance group were presented in a recital on March 20. Among the dances on the program were "Mexican Contrasts—Spanish Mexico, Indian Mexico," and "Social Cycle" in four parts.

The Dance Club of Goucher College, Baltimore, under the direction of Jane Harting, completed this year's plans by participating in a dance symposium arranged by George Washington University, and a final demonstration given at Goucher College. The Dance Club's main project of the year was the sponsoring of a lecture-demonstration by Doris Humphrey, Charles Weidman, and a small group.

During the Centenary Celebration at Mount Holyoke College, May 5, 7, and 8, about sixty students of the dance, under the direction of Marie Heghinian, will present a dance cycle entitled "Changing America." The music for the entire cycle is being composed by Norman Lloyd; costumes have been designed by Pauline Lawrence.

On April 15, Wheaton College presented Doris Humphrey, Charles Weidman and Group in a lecture-recital comprising a talk on the dance, demonstration of technique, and dances from their concert repertoire. An exhibition, held from April 15 to 30 included "The Art of the Dance in Photograph" assembled by Grant Code of the Brooklyn Art Museum, photographs, sketches, and drawings of concert dancers by Edward Moeller, Thomas Bouchard, Katrine Hooper and Henrietta Gibson, and drawings, cloth, and cork pieces by Betty Joiner.

On March 20 at Wellesley College, a revival of the Gluck ballet-pantomime "Don Juan; or, the Libertine Destroyed," was presented as a cooperative project by students in three departments: the dance groups under the direction of Charlotte MacEwan, the orchestra conducted by Malcolm Holmes, and the Theatre Workshop under the direction of Sarah Emily Brown and Edith Smaill. The set, costumes, and movement were stylized and an attempt was made to suggest rather than to adhere strictly to the characteristics of an 18th century French production. On April 14, Doris Humphrey, Charles Weidman, and members of their Concert group were presented in a lecture-demonstration and recital.

The Dance Club of Russell Sage College, under the direction of Naomi Lubell presented a dance recital on March 22 at the Little Theatre.

Marion VanTuyl, University of Chicago, was presented in recital on April 4 at the Studebaker Theatre, Chicago. On April 25, Miss VanTuyl gave a program with a small group at the Goodman Theatre, and on April 2 her dance group from the University of Chicago gave a demonstration before the Mid-West Physical Education Convention in Cincinnati.

The Chicago Dance Council is planning a dance symposium to take place early in May, with numbers by all the dance groups on the council and by various solo performers.

Margaret H'Doubler, with members of Orchesis of the University of Wisconsin gave a lecture-demonstration on April 10 at the Schroeder Hotel in Milwaukee.

Agnes Jones and a group of Orchesis members of Northwestern University presented a dance program on April 10 at the Frances Shimer Junior College, Mt. Carroll, Illinois.

The Indiana University Dance Group under the direction of Jane Fox presented a lecture-demonstration of dance at Fort Wayne, Indiana, in the Little Art Theater on April 17.

The annual Bay Region dance symposium was held on April 10 at Stanford University. Participating schools included Mills College, College of the Pacific, University of California, University of Nevada, San Francisco, Fresno, and San Jose State Colleges, and the hostess university. Special events included a master lesson led by Lois Ellfeldt of the University of California, a technical demonstration by three members of Martha Graham's concert group, an exhibit of dance pictures, books, photographs, and miscellaneous material, and an informal program by the dance group of the San Francisco Federal Theatre Project, led by Ann Whittington. The themes suggested for composition this year were "Canon," "Theme and Variations," and "Study in Momentum." Marion Bigelow of Fresno State College reports on the work of their group for the symposium: the dancers worked on "a theme of pure design, making variations by means of different movement qualities and rhythms, namely, sustained and percussive movement variations and a cumulative rhythmic problem. They tried to solve the problem of the 'between variations' interim by making the floor design of each such that one variation led immediately into the following."

hanya holm studio

school of dancing

concentrated courses
june 14—july 3, 18 days
september 2—september 18, 15 days

regular fall term starts october 4

●

hanya holm group
concerts — lecture-demonstrations

● **215 west 11 street, new york, n. y. wat 9-6530**

CHALIF TEXT BOOKS
OF DANCING
SET OF 5 TEXT BOOKS, SPECIAL....$8.50
SEPARATELY, EACH $2.00

Describing with unparalleled completeness and clarity the basic exercises and rhythms used in learning classical dancing, these authoritative works are indispensable to the scientific teacher or dancer. Each Book is Well Illustrated

Book I.—New Enlarged Edition. Fundamental exercises and rhythmics. Baby Work, 9 sample lesson programs. 356 pages.
Book II.—Port de Bras, further exercises and the complete method for teaching the standard Ballroom dances (Polka, Waltz, etc.). 204 pages.
Book III.—Greek Interpretive Dancing. 83 exercises and introductory chapter. 222 pages.
Book IV.—40 exercises slightly more difficult than those of Books I. and II., and 70 enchainments. 241 pages.
Book V.—Toe Dancing. 30 exercises and 100 combinations. 265 pages.

FOLK DANCES IN 3 VOLUMES
Vol. I 21 dances (easy)
Vol. II 20 dances (medium difficulty)
Vol. III 20 dances (advanced)
$4 for the 3 Volumes. Separately, $1.50 each

CHALIF NORMAL SCHOOL OF DANCING
Established 1905 in New York, N. Y.

"Study the Dance with the Masters"

LOUIS H. CHALIF, Ballet, Character, National, and Rhythmics
BILLY NEWSOME, Tap and Musical Comedy
VECHESLAV SWOBODA, Russian Ballet and Toe
FRANCES CHALIF, Children and Baby Dances
PACO CANSINO, Spanish Dancing and Castagnetes
FRANCES CHALIF, Ballroom, and Exhibition Ballroom
JOHN PLAZA, Limbering, Acrobats and Adagio
MARIA YURIEVA, Classical Ballet, Adagio and Dances
DON OSCAR BECQUE, Modern Dancing

Special Summer Session, June 7 to Aug. 13
NEW DANCES

Please write for catalogues of dances and school courses
113 West 57th Street **New York City**

It May Interest You to Know---

THE third volume of the Sportsmanlike Driving Series prepared by the American Automobile Association is titled "Sound Driving Practices," and contains valuable material on safe and sane driving. The driving hints and explanations included will be a revelation even to experienced drivers, and will make them more conscious of driving habits which may lead to accidents, damage to the car's mechanism through misuse, or the attention of the police through violation of traffic regulations.

* * *

RICHMOND, Virginia, will be the scene of the annual meeting of the National Congress of Parents and Teachers, May 3-7. A panel discussion on "Physical Education in the School" will be led by E. D. Mitchell, Chairman of the Congress Sub-Committee on Physical Education. Among the panel participants will be Mary C. Coleman, Harold Copp, Birch Bayh, Major E. V. Graves, Mrs. William Kletzer, and Dr. Ann Buntin Becker.

* * *

THE Twelfth Annual Conference of the New England Health Education Association will be held at Massachusetts Institute of Technology, Cambridge, June 4 and 5, 1937.

* * *

THE Importance of Recreation in Modern Life" is the theme announced for the National Recreation Congress to be held in Atlantic City, May 17-21.

* * *

A LARGE amount of material on the negative side of the compulsory health insurance question has been prepared by the Medical Society of the State of New York, 2 East 103d Street, New York City.

* * *

THE National Tuberculosis Association has recently published an excellent teaching unit for Junior and Senior High Schools, titled "Preventing Tuberculosis." Every high school health education teacher should have a copy of this interesting and authoritative booklet.

* * *

AT the recent annual convention of the American Camping Association held in Detroit, the following officers were elected for 1937: Hazel K. Allen, New York City, President; Roland Cobb, Worcester, Massachusetts, Vice-President; Paul B. Samson, Ypsilanti, Michigan, Secretary; W. H. Jones, Milwaukee, Treasurer; Barbara Joy, Hazelhurst, Wisconsin, and Frederick Guggenheimer, New York City, Members-at-large.

* * *

NATIONAL Dance League announces that it will send to readers of the JOURNAL a free copy of the Dance Week issue of *Dance Digest* upon receipt of a Number 15 self-addressed envelope and three cents in stamps. This issue contains full directions and material for celebrating National Dance Week.

* * *

THE CLEANLINESS BUREAU at 11 West 42nd Street, New York, announces the publication of a monthly leaflet, "Cleanliness Training," which is being distributed free to home economics teachers and health workers.

* * *

IN response to a number of requests, the American Can Company has prepared an excellent set of cards giving information on vitamins and nutrition. The preservation of the vitamin content in preserving and cooking foods receives special attention.

* * *

THE Lifesaving Service of the New York Chapter of American Red Cross conducted an Aquatic Forum at Columbia University on April 17. Flood-tested rescue methods featured the program, which also included demonstrations and discussions of teaching methods, water safety, recreational swimming, competitive swimming, and aquatics in the rehabilitation program for the handicapped.

* * *

THE author of *"The Ultimate Imperative,"* which appeared in the March JOURNAL reports that he neglected to make special mention of an Institute devoted solely to Physical Fitness conducted in 1936 by George Williams College. This Institute was probably the first of its kind held by any physical education organization, and the College is deserving of congratulations on its enterprise.

* * *

TO celebrate the twenty-fifth anniversary of the organization of Sigma Delta Psi as an athletic honorary society at Indiana University, national championships will be held in twelve of the S.D.P. events from May 1 to 15, 1937. Five hundred colleges in the United States and Canada have been invited to participate in the following championship groups:

1. Open championships in individual events: open to any undergraduate student.
2. Closed championships in individual events: open only to full members of S.D.P.
3. Individual all-round championships: best records for an individual in each of the twelve events.
4. Team or school championships: in which the total points of the fifteen best men will determine the team score.

Official notice of intention to participate must be mailed to M. L. Clevett, Purdue University, West Lafayette, Indiana. Complete information will then be forwarded. Only records of performance during the specified time of this competition may be used.

* * *

OUR readers will enjoy looking over the following magazine articles which have appeared in the past few months:

B. C. Teacher, March—"The Department of Physical Education and Recreation," P. Kozoolin.

Camping, April—"Child Participation in Program Planning," L. R. Richel.

Health Digest, April—"Mental Health Problems of the High School Student," F. Nixon.

Journal of Physical Education and School Hygiene, March—"The Effect on Maternity of Physical Activities During Adolescence," Lady Florence Barrett.

Leisure, March—"Romance of Archery," W. A. Wittich.

Physiotherapy Review, March-April—"Posture Clinic for Elementary School Children," E. Powell.

School and Society, April 10—"Sportsmanship in Its Relation to American Intercollegiate Athletics," R. C. Clothier.

School Management, March—"Healthful Living for Every School Child," P. B. Williamson.

Swimming—*A Radio Interview*

(*Continued from Page 313*)

water. The saying that you can't teach old dogs new tricks has been largely discredited, perhaps not as applied to dogs, but certainly as applied to people.

Benjamin Franklin was an authority on swimming in his time. He once wrote to a friend a long letter in which he gave full instructions for learning to swim. Interestingly enough, the method he described was substantially the same as the one we use today. Franklin who had something wise to say on most subjects, had this to say about swimming, "If I had boys to educate, I should prefer those schools, other things being equal, where the opportunity was offered for acquiring so advantageous an art, which once learned is never forgotten."[2]

[2] Cureton: *How To Teach Swimming and Diving,* p. 4.

Course Charting

(Continued from Page 288)

The attempt to prepare students for life and the teaching profession deserves the keenest and best scientific thought of educators. There must be an opportunity for the student to try out idealistic concepts in actual practice. Psychology and experience both have brought home the fact that human beings are not merely receptacles into which standards and ideals can be poured by instructors. There can be no assurance that these standards and ideals will be later used in a similar situation, or, indeed, in any situation. Ideals are effective on the whole in proportion to the variety of situations in which they have been previously applied.

A purposeful philosophy has as an integral part of itself an idealistic or goal-striving conception. This may become, through wise guidance and experience, a part of the actual purposes and attitudes of an individual. As expressed by attitudes, such a philosophy will find the necessary skills and techniques to further and complete itself. If this philosophy is adequate and of value, it may possibly offer to the teaching profession a far greater possibility for improving life than was ever before imagined.

The future of teacher training is thus tentatively charted and only the passing of time can tell whether or not these tenets have been valid.

Bibliography

Bode, Boyd H., *Conflicting Psychologies of Learning,* D. C. Heath and Company.

Childs, J. L., *Education and the Philosophy of Experimentalism,* D. Appleton—Century Co., New York.

Cotteral, Donnie, "A Study of the College Women's Physical Education Department in its Relationship to the Community's Adult Leisure-Time Activities," *Research Quarterly,* VII (March, 1936), pp. 94-109.

Counts, George S., *The Social Foundations of Education,* Charles Scribner's Sons, 1934, p. 275.

Eaton, Theodore H., *College Teaching,* Wiley and Sons.

Elliott, Harrison S., *The Process of Group Thinking,* The Association Press, 1932, pp. 5; 5-6.

Evenden, E. S., "Summary and Interpretation," *National Survey of the Education of Teachers,* Bulletin 1933, Vol. VI, No. 10, pp. 127; 180.

Follett, M. P., *Creative Experience,* Longmans, Green and Company, 1930.

Frazier, B. W., G. L. Betts, W. J. Greenleaf, D. Waples, N. H. Dearborn, Mabel Carney, and T. Alexander, "Special Survey Studies," *National Survey of the Education of Teachers,* Bulletin 1933, Vol. V, No. 10, p. 226.

Good, Carter V., *Teaching in College and University,* Warwick and York, Inc.

Gray, William S., *Provision for the Individual in College Education,* University of Chicago Press.

Kallen, Horace M., *College Prolongs Infancy,* John Day Company.

Kilpatrick, William H., *A Reconstructed Theory of the Educative Process,* Bureau of Publications, Teachers College, Columbia University, 1935.

Kilpatrick, William H., *Remaking the Curriculum,* Newson and Company, New York, 1936, pp. 33; 95; 114.

Knode, J. C., *Orienting the Student in College,* Bureau of Publications, Teachers College, Columbia University.

Lloyd-Jones, E. M., *Student Personnel Work at Northwestern University,* Harper and Brothers.

Students Prefer these

Combination Padlocks

Without Bothersome Keys

Nearly 216,000 Combinations Possible. All can be opened with ONE Master Key which is retained by the Instructor

Combination Padlock No. K.-46A

All the troubles that come with pass keys are now ended by Kewaunee Master Keyed Combination Padlocks. Every lock has a different combination. The instructor can open any lock with the Master Key. This gives all the advantages of a master keying system and none of the disadvantages of the pass key locks.

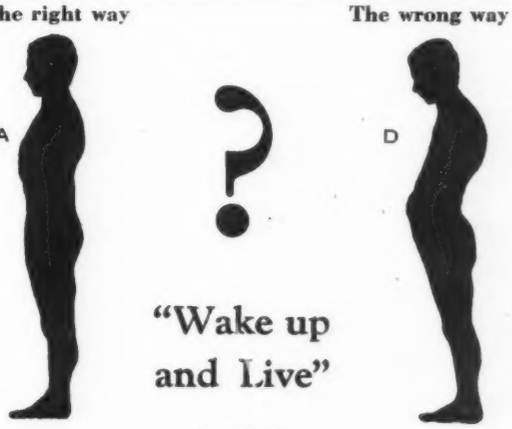
Combination Padlock No. K-45A with Master Key

Write for Lock Folder

All Kewaunee Combination Master Keyed Padlocks are illustrated and fully explained in our attractive lock folder. It will be mailed on request. Address your letter to our Kewaunee office.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS
C. G. Campbell, Pres. and Gen. Mgr.
289 Lincoln St., Kewaunee, Wis.
Eastern Branch: 220 E. 42nd St., New York, N.Y.
Mid-West Office: 1614 Monroe St., Evanston, Ill.
Representatives in Principal Cities

The right way The wrong way



"Wake up and Live"

THE SILHOUETTEOGRAPH

- A method of graphing postures.
- An indispensable aid in your corrective program for recording postural deviations both anterior-posterior and lateral.
- A permanent record at minimum cost.
- Visual education for better balance through posture.
- Modernize your department setup—Look into this method of postural examination before you make up your budget for next year. Write for descriptive leaflet.

EASTMAN KODAK STORES, INC.
38 Bromfield Street BOSTON, MASS.

Advanced Courses for Coaches and Directors of Physical Education

College degrees for students and teachers of health, physical education, and athletic coaching

1937 Summer Sessions

The Pennsylvania State College

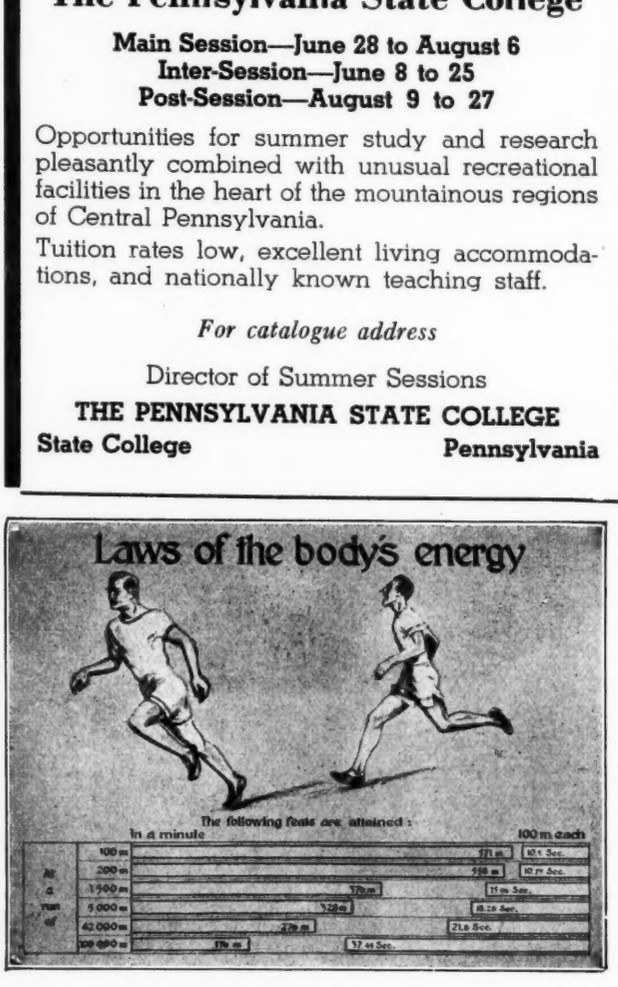
Main Session—June 28 to August 6
Inter-Session—June 8 to 25
Post-Session—August 9 to 27

Opportunities for summer study and research pleasantly combined with unusual recreational facilities in the heart of the mountainous regions of Central Pennsylvania.

Tuition rates low, excellent living accommodations, and nationally known teaching staff.

For catalogue address

Director of Summer Sessions
THE PENNSYLVANIA STATE COLLEGE
State College **Pennsylvania**



No. 7459

CHARTS: The chart illustrated is one of a series of 8 in our new Chart Catalog, page 12, for special use in Physical Education. Size 27 x 35 inches, lithographed in natural colors, hand mounted on muslin, with wood rollers top and bottom.

Reduced Price Each $4.00

Catalog will be sent on request.

Headquarters for Charts, Models, Anatomical Phantoms, "DUSTITE" Steel Cabinets, Manikins, Dolls, Skeletons, Skulls etc. Also Atlas of Human Anatomy.

VISIT OUR DISPLAY ROOMS AND MUSEUM

CLAY-ADAMS CO., INC.
25 EAST 26TH STREET, NEW YORK

"National Committee's Report on Standards," *Research Quarterly*, Vol. VI (Dec., 1936), pp. 64-65.

The New York Times, "Teach Realities, Dr. Dewey Urges," November 14, 1936.

Rugg, E. U., W. E. Peik, F. K. Foster, W. C. John, and R. R. Raup, "Teacher Education Curricula," *National Survey of the Education of Teachers*, Bulletin 1933, Vol. III, No. 10, pp. 42; 54; 107-108; 112; 117; 139; 140.

Santayana, George, *The Genteel Tradition at Bay*.

Tewksbury, Donald G., *An Educational Program for Bard College*, Columbia University, 1934.

Intramurals for Small Schools

(*Continued from Page 307*)

20 points for playing in at least two-thirds of games on a team taking third place.

10 points for playing in at least two-thirds of games on a team that failed to take one of the first three places.

In all individual events such as ping-pong, hand-ball, horse-shoes, track, boxing, wrestling, tennis, hand tennis, 10-point golf, and badminton, points will count as follows: 50 for first, 35 for second, 20 for third, and 10 for entering.

Rewards in Sports Programs

(*Continued from Page 289*)

reward would be to teach him not true values of self-direction and growth, but unrealities which would divert and dissipate his attention and satisfaction which he is entitled to have in purest form. Actually, of course, the action of the tournament is *not* made interesting. It is no more interesting than before. He participates solely because of the stimulus which was not inherent in the activity.

The contrast with the genuine principle of interest is sharp. It recognizes the identity of the "action proposed with the growing self." The action appeals natively and without aid. The boy wants to participate because his own self demands that kind of satisfaction. It is the same motive that drives the true artist to paint a picture. He just *has* to. He needs no artificial stimulus. He paints, or we play, because painting and playing, being elemental satisfactions, are, within themselves, wholly and completely attractive.

We apparently are committed, in our educational plans, to a self-initiated and self-directed activity. We seem to want people to think and act by themselves and to recognize in this thinking and action the true from the false. We believe the hope of democracy lies, in part, upon such discrimination; so we plan our educational procedures with this mind. Our games and sports are educational instruments. They offer opportunities for the evolution of the self-directed activity and for this teaching of true values. Intramural sports are a part of this educational program; but every time we hold up rewards

as inducements, rewards which are not inherent in the activity itself, we introduce a cleavage between our lofty purposes and our practices. Rewards, if they separate the attention and the interest from the action or object to which they are attached, become educationally bogus.

Just as rewards used as incentives need analysis, so also do rewards used as compensation, payment, or recognition of an act well done. There are obviously many forms and kinds of such rewards. The outcomes of an act, "what you get out of it," may be legion. From success in an enterprise one may reap untold quantities of self-satisfaction from realizing one has done something well. We recognize our growth as a being. This is probably the highest type of reward which comes to us. Or we may be rewarded by having gone up in the estimation of our fellows; we may have been chosen captain for next time, or given some other responsibility inherent in the activity. Those are definitely rewards. We may have received commendation publicly or been awarded an insignium of the group, a letter, or a pin. We might reap yards of newspaper publicity; or be awarded a gold medal or cup, or some money. There is no end to the rewards that might come our way. Which of these, in an educational system, are we justified in using? Mind, we are not trying to sell the most vacuum cleaners now, we are developing sport as an instrument of education.

Education seeks purposeful activity. It seeks honest, valid, and clean-cut interest in the job at hand. It tries to teach perspective and a sound sense of values. It believes in teaching boys and girls to face reality. Kilpatrick has said that the one moral sin of an educator is to teach people so that they do not learn to face reality. We want them to see things as they are; to see themselves in true proportion; to balance an easily inflated ego with humility to the end that they are self-confident and self-able to appraise accurately personal power. Education seeks the truth and is impatient with those things that teach us otherwise.

It believes that to appraise value correctly is a desideratum. To acknowledge value and to commemorate it for others to learn by example is also desirable. The values of a game are in its playing, its skills, its competition, and its sociability. These are rewards sufficient. Nothing more is needed.

Thankfully, rewards may have no effect whatsoever on the participants. As incentives they are of little value. The boys and girls would play anyway. Sport will go on. If the money now spent for trophies, for cups, placques, and medals, were put into fields and equipment, into maintenance and repair, we not only could accommodate more players, but those who do play would do so unencumbered by false pressures.

In conclusion, it would appear necessary to establish criteria for the recognition and selection of sport rewards. One cannot be "for" or "against" them. Rewards exist, in one form or another. The task of the teacher or the director is to choose from among the many those which hold promise of being true rather than dissipating rewards. We become, if we believe in the self-development theme of education, morally obligated only to those rewards which:

Moore Stylists

covered

the Fashion Front

to bring you the latest in play suit apparel.

Moore designers studied all the style points of original play suits worn in Cannes and Biarritz, Palm Springs and Hollywood—to create the new Moore play suits,—as attractive as they are wearable.
You may see all these new Moore styles—including the very popular suit shown here—cleverly illustrated in Moore's latest "Style Show" Folder H38.

Send for your copy of this folder today.

E. R. MOORE COMPANY
932 Dakin Street **Chicago, Illinois**

BOSTON UNIVERSITY
Sargent College of Physical Education

Founded, 1881

●

Academic degree of BACHELOR OF SCIENCE IN PHYSICAL EDUCATION granted on completion of four-year course in the theory and practice of Physical Education. Five months' instruction at Camp, Peterborough, New Hampshire, in June and September. A major course in Physical Therapy, given with the cooperation of the School of Medicine of the University, may be chosen at the end of two years. For young women graduates of high school, with particular qualifications. College Appointment Bureau for graduates.

●

ERNST HERMANN, *Dean*
6 Everett Street, Cambridge, Mass.

Please mention HEALTH AND PHYSICAL EDUCATION when writing advertisers

Why Physical Educators Read DANCE MAGAZINE

Because they are discovering that DANCE gives them what they need: an authoritative monthly survey of the dance: as an art and as the newest and most potent addition to educational curricula. Edited exclusively for alert, intelligent adults, DANCE presents outstanding writers against a crisp background of complete news. Indispensable to libraries, DANCE is becoming indispensable to physical educators who work in the dance.

Contributors to DANCE include: *Hanya Holm, Walter Pach, Paul Love, Jerome Bayer, Tamiris, Lincoln Kirstein, E. M. M. Warburg, Louis Chalif, Fannie Turnbull, Ted Shawn, Ruth St. Denis, Blanche Evan, among others.*

DANCE is genuinely helpful and of absorbing interest. Therefore the publishers make you this special, introductory offer of 5 vital issues for only $1.

dance

5 ISSUES (Trial Offer) $1

$2.50 per year (12 issues)

DANCE, 49 West 45 Street, New York
I am enclosing $. . ., for which please send me the next . . . issues.

Name.....

Address.....

City.....State.....

J-57

EMILY HEWLETT

SUMMER COURSE
JULY 12—AUGUST 6

Class Lessons in technique and dance form—five days per week—2:30 to 5:30 p.m. One private lesson during term.

116 West 65th Street, New York City

In business since 1925

Potter and Macquarrie
Specialize in
ARCHERY TACKLE
For Schools and Colleges

Write for Catalogue—3400 Fruitvale Avenue, Oakland, California

FISK TEACHERS AGENCY CHICAGO

For the numerous positions that come to us, we need both men and women who are capable teachers of Physical and Health Education. Positions are opening in universities, colleges, public and private schools. Coaching of sports important for men. More summer positions available for both men and women. Early enrollment is advised. Address 1200 Steger Building, 28 E. Jackson Blvd., Chicago, Illinois.

1. Are identical with and inherent in the activity.
2. Lead the participant on to further activity along the same line.
3. Shall have no different values than those of the activity.
4. Shall not dissipate the attention or energy of the participant away from the business at hand.
5. Which reflect consequences of the reward in a socially acceptable behavior by the winner.

If we would apply these criteria to our selection and use of rewards we would probably swing the balance of intramural management back from promotion to its rightful place as education. We would become less interested in numbers, crowds, winners, or inducements, and more in self-directed activity, the quality of participation, and the good which sport can do for the individual who plays of his own free will and accord.

Musical Percussion

(*Continued from Page 293*)

The accompaniment was built on a syncopated rhythmic figure of two measures in mixed rhythm, 3/4 and 5/4 time, repeated throughout and continuous between the improvisations, climaxing when all three improvised together. The climax receded as one after another of the instruments stopped playing until only the drums remained.

Gong Study

The gong study was an interesting and unusual composition in that the dancers performed their own music on the gongs and developed the ritualistic movements of the dance by elaborating gestures used in actual playing. The gongs were accompanied off stage by a subdued and rhythmically intricate sound pattern on eight small, muted Chinese drums. The music was written in a mixed rhythm of 2/4 and 3/4 time and built cumulatively to a terminal climax. It was based upon the development of a very simple scheme of playing in one measure and preparing in the next, alternating in this way throughout a phrase. Different gong combinations in each phrase provided a fascinating and effective variety of chords.

Simple Suggestions for Composing

When the whole orchestra is used, strive for clearness of effect. Do not use all instruments at the same time all of the time. Variety may be obtained by having one group at a time assume solo proportions accompanied by the others. The indefinite pitches of the gongs, drums, and miscellaneous instruments produce strange harmonic effects. They are neither sharply dissonant nor discordant nor crudely primitive when combined with meticulous care by one with a sensitive musical ear. The greatest of care must be used in the introduction of instruments having standard pitch, such as the piano or the flute. They do give discords when combined with the more primitive instruments unless they are used with fine discrimination. Generally speaking, the drums carry the weight of the composition in rhythmic interest and underlying pulse. The gongs fill in the texture and

sustain the shorter toned drums. Temple bells, the tynklyk and wind instruments heighten the melodic line and are adapatable for intricate rhythmic elaboration, special accents, and for quick, light, staccato movements. Learning to play the percussion instruments is simple. Effective guidance in composition is, however, dependent upon good musical training. Finally, percussion compositions of artistic value require a highly cultivated creative talent. Most can be attained if percussion composition is approached with the same serious artistic purpose as that of musical composition.

Acknowledgments: The instruments used in the development of the two studies presented were owned in part by the University of California, by Lucile Czarnowski, and by myself. I am deeply indebted to Miss Violet Marshall, Chairman of the Department of Physical Education at the University of California, in whose department I was enabled, during the school year 1935-1936, to devote time to research in music as related to the teaching of dance and its production as an art form.

Infield Play

(*Continued from Page 319*)

pitcher cannot field it or that there is some doubt about it, he shouts "I have it," whereupon the pitcher immediately covers first.

6. Only first base is occupied, a swift grounder is hit to the first baseman's left and close to the line, he tags the base and throws to the shortstop who tags the baserunner instead of touching the base, because in this instance there is no force play at second.

7. Second base is occupied, a slow ground ball is hit through the pitcher's box, the second baseman charges across the diamond, fields the ball and throws directly to third. The baserunner, not suspecting the play, makes his usual turn and is tagged out before he returns to the base. Similar plays are possible on slow balls hit to the shortstop and also on balls fumbled by either the shortstop or second baseman.

8. First base is occupied, a bounding ball is fielded by the second baseman who tags the baserunner and then throws to first. With first occupied and one or none out, he always has this play in mind.

9. A baserunner on first sprints for second on a hit and run play, the batsman hits the ball into the air to the first baseman, but the baserunner fails to find the ball, neither does he look at the third base coacher; the shortstop charges in pretending he is fielding a ground ball, the second baseman covers second and the baserunner slides into second. Of course, he is doubled at first.

10. The team in the field is two runs ahead in the first half of the ninth inning, a baserunner is on first, there is one out, a ground ball is hit to the second baseman who in his haste to start a double play fumbles the ball thus allowing both baserunners to reach their respective bases safely. The second baseman should have played the ball safely as a double play was not imperative with a two run lead.

11. Second base is occupied, there is one out, a fly ball

Nationally Known
Gold Smith
SPORTS EQUIPMENT
For Playground and Recreational Departments
Complete Line of Equipment for all Sports
Catalog Sent On Request!
THE P. GOLDSMITH SONS, Inc.
JOHN AND FINDLAY STS., CINCINNATI, OHIO

School of Physical Education and Hygiene

Russell Sage College

Offers

A Four-Year Course Leading to the Degree of Bachelor of Science

to

Graduates of secondary schools with credentials acceptable to the College. Unusual cultural advantages combined with a thorough professional education. Three months of instruction in Camp. Only four per cent of 433 graduates without positions in 1935-36. Graduates teaching in leading colleges and schools. Active appointment bureau for graduates.

Helen McKinstry, M.A., Director

For catalogue address

MISS DORIS CROCKETT, Registrar

Russell Sage College **Troy, New York**

PHYSICAL EDUCATION
HEALTH AND RECREATION
D I G E S T

A time- and money-saver.

Condensed versions of leading articles selected from 200 publications.

If you wish to keep up to the minute, you cannot neglect the opportunities provided by the

■

PHYSICAL EDUCATION
HEALTH AND RECREATION
D I G E S T

5315 Drexel Ave. **CHICAGO, ILL.**
$1.00 per year. **Sample if desired**

TEACHERS, WE PLACE YOU
WRITE FOR INFORMATION
Largest Teachers' Agency in the West

UNEXCELLED SERVICE — ESTABLISHED 1906

Photo copies made from original, 25 for $1.50. Copyrighted Booklet, "How to Apply and Secure Promotion, with Laws of Certification of Western States, etc., etc.," free to members, 50c to non-members. Every teacher needs it. Write today for enrollment card and information.

ROCKY MT TEACHERS AGENCY

WM. RUFFER, Ph.D., Manager

Matched Footed Arrows . . . $6.00 per doz. Write for new spring catalogue with instructions for economical buying.

CRAFT ARCHERY CO.
9191 E. PINE ST.
TULSA, OKLA.

ALL-WELDED Locker Room Baskets
For Gym Suits — 9 x 13 x 8 — 12 x 13 x 8
For Football Suits — 18 x 28 x 10
Investigate the KASPAR ALL-WELDED BASKET and convince yourself it is the most durable made. In requesting a quotation, state how many baskets are wanted.
KASPAR WIRE WORKS
SHINER ESTABLISHED 1898 **TEXAS**

is hit to short right field, the second baseman goes back to make the catch, the shortstop gets in position to cut off the throw to third in case the baserunner attempts to advance. As the second baseman catches the ball, the shortstop sprints past the baserunner and receives a throw from the second baseman while running across the base.

12. Second base is occupied, one or none out, a swift ground ball is hit to the third baseman who bluffs a throw to first moving his throwing arm through the arc generally described in actually making the throw. The baserunner on second breaks for third and is trapped.

13. First base is occupied, the batsman singles to right field, the third baseman stands erect straddling the base and pretending there is no play to the base. The baserunner, seeing the third baseman in this position slackens his pace and fails to slide, whereupon the third baseman quickly catches the ball and tags the baserunner.

Swimming Pools in Europe

(*Continued from Page 304*)

zontal bar, and the trapeze. An outstanding feature in connection with this pool was a nice sandy beach which provided room for thousands of sun bathers. Another attractive feature was the layout of camping sites where the people from the city were privileged to camp in small tents over the week-ends or perhaps for a fortnight.

Mr. Sven Matar, the director of the swimming association, informed me that in the summer between June 25 and August 5 about two thousand children were brought out daily in busses from Stockholm, given free swimming lessons, and returned the same evening, all at the expense of the city. The children were given instruction at a separate dock from that where the adult bathers went in the lake.

The next pool I visited was at Copenhagen, Denmark. Its name was the Friedericksberg Swim Hall. This pool was both privately and municipally owned. It cost $55,000, and the city owned 150,000 shares while private interests owned 100,000 shares. It was an indoor pool with two gymnasiums in connection. The dimensions of the pool were 100 by 40 feet, and it also possessed good seating arrangements for spectators. The manager informed me that about 700 children were given lessons daily at this pool. This establishment also had a smaller pool 50 by 30 feet for the use of women and children who wished private instruction and swimming.

The last pool visited was on the R.M.S. Aquitania. This was a small rectangular pool, 14 feet by 35 feet, 4 feet deep at the shallow end, and 6 feet deep at the deep end. The water was heated, but not chemically treated. It was heated to 72 degrees F. in comparison with the ocean temperature of 57 degrees F. The pool was emptied each evening since there was access to plenty of water. The pool was for the pleasure of the passengers on the Aquitania, and beginning lessons in breast stroke were given for a nominal fee to those who desired them.

After my visit to these various pools in central Europe,

I made the following brief summary of my observations:

1. Most pools had the same process of filtration as in America.
2. All pools were sanitary.
3. Most pools cooperated with the city school systems in giving lessons to children.
4. The majority of pools were municipally owned.
5. The breast stroke was the first stroke taught beginners.
6. The Schaefer method of artificial respiration was advocated everywhere except in Ollerup, Denmark, where the Nielsen method was being practiced.
7. There was no definite lifesaving test to correspond to that of the Red Cross or Y.M.C.A. in America.
8. All pools had a life guard requirement, generally devised by the management.
9. Some accessory equipment was always used in teaching the beginners, such as life preservers, flutter boards, pulleys, and poles.
10. There were no pools in the colleges and universities that I visited.
11. The outdoor pools were very large.
12. Most pools were rectangular in shape.
13. The behavior of the children taking massed swimming instruction was always good.

Let It Be a Treasure Hunt

(*Continued from Page 299*)

hunt requires that the routes and clues of all groups be equally graded in difficulty and length. Therefore the amateur Captain Kidd must prepare himself for careful attention to details.

Suggestions for Organization of a Treasure Hunt

Choosing of clue-spots: A trip to the territory to be covered is necessary for choosing the spots where the clues are to be planted. These spots should be permanent fixtures so that if a postponement of the hunt is necessary the clue will be usable at a later date. If the clues are to be written in code, they should not be hidden in difficult places, as the ingenuity of the seeker is tried by the code rather than the finding of the clue.

Routing of groups: The expected number of guests should be divided into groups of not more than seven to ten. The number of groups determines the number of routes needed. In the hunt described there were nine clues between the starting point, Benbow Inn, and the treasure. Each of the four crews traveled over exactly the same route, but the routes were so planned that no two crews were at the same spot at the same time. A route of direction was made for each crew.

Writing the clues: The clues should be short and clear. In the Pirate Treasure Hunt the clues are written in verse.

Translating the clues into code: Codes typical of the interests of the group add zest to the hunt. The codes above were made for a group of physical education majors. A biology club might use flowers, an English club marks of punctuation, a business club shorthand symbols,

UNIVERSITY OF MICHIGAN
Summer Session, 1937

Six-week Course June 29-August 6
Eight-Week Course June 28-August 20

Graduate and Undergraduate Courses in Physical Education for Men and Women

Varsity Sports—By varsity coaches. Football, track, basketball, and combative sports by Kipke, Hoyt, Cappon, and Johnstone.

Modern Dance—Under the direction of Katherine Manning, assistant to Doris Humphrey.

Courses—In Administration, History, Tests, Curriculum, Methods, Play, Recreation, Scouting.

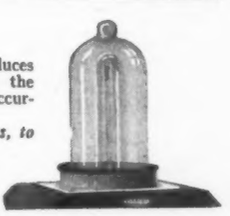
DEAN JAMES B. EDMONSON
University of Michigan Ann Arbor, Michigan

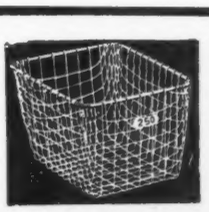
PANZER COLLEGE
OF PHYSICAL EDUCATION AND HYGIENE

A four-year curriculum in physical education, health, and recreation leading to the degree of Bachelor of Physical Education. Comprehensive professional courses are based on a broad education in the liberal arts and sciences. The college is accredited and co-educational.

For catalogue, address
REGISTRAR, PANZER COLLEGE
East Orange, New Jersey

Announcing the New
EVERSON Rota-Meter Chlorinator
A perfect chlorinator at last! EVERSON introduces the *new* Rota-Meter Chlorinator embodying all the new EVERSON features, plus the absolutely accurate *micro-control.*
Capacities for every need, from small water works, to large sewage treatment plants.
Write for *New* Bulletin.
EVERSON MANUFACTURING CO.
"The Swimming Pool People"
627½ W. Lake St., Chicago, U.S.A.





NO-GERM HEAVY SERVICE
LOCKER BASKETS
Woven and Welded
INSIST upon No-Germ Baskets (Look for Label). They equip many Gyms. Cost less — last longer. Assorted sizes. Consult your Dealer or Write Direct.
AMERICAN WIRE FORM CO., INC.
265-273 Grant Ave., Jersey City, N. J.

NORTHWESTERN UNIVERSITY MEDICAL SCHOOL

Physical Therapy Course

Under the direction of John S. Coulter, M.D., Associate Professor of Physical Therapy and Miss Gertrude Beard, R.N.
Credit toward a degree is granted in the School of Education of Northwestern University.
Open to a limited number of graduates of accredited schools of Nursing and Physical Education.
Thorough Courses are given in the fundamental subjects: ANATOMY (dissection), PHYSIOLOGY, PATHOLOGY.
Lectures, demonstrations and supervised practical work are given in: MASSAGE, THERAPEUTIC EXERCISE, HYDROTHERAPY, ELECTROTHERAPY, RADIATION, OCCUPATION THERAPY, PSYCHOLOGY OF THE HANDICAPPED, SOCIAL ASPECTS OF THE HANDICAPED and PHYSICAL THERAPY DEPARTMENT ADMINISTRATION.

For application blank and further information address
DEAN OF NORTHWESTERN UNIVERSITY MEDICAL SCHOOL
303 East Chicago Ave., Chicago, Ill.

ARNOLD COLLEGE

The oldest co-educational College of Physical Education in the East.

Four and five year courses in Physical Education leading to the B.S. and M.S. degrees with teaching minors in history, science, and English. Accredited. Summer Camp on Long Island Sound. Graduates in 48 states. School of Physical Therapy. 12 Week Summer School.

For catalog — address
Webster Stover, Ph.D., President
ARNOLD COLLEGE
1456 Chapel Street, New Haven, Conn.

The Ann Arbor Press

COMMERCIAL
AND BOOK PRINTING

Press Building Ann Arbor, Mich.

Noyes Summer Camps

Cobalt, Connecticut
Rhythm—Dancing—Training in Rhythm for Sports—
Masques—Swimming—Creative Arts
Separate Camps for Women and Girls
Send for descriptive folder
Valeria Ladd, Director, 162 E. 62nd St., New York City

ALBERT TEACHERS' AGENCY
25 E. Jackson Blvd.
Chicago, Ill.

Established 1885. Calls for men and women in Physical Education increased 80 per cent in 1936. Women with degrees in excellent demand. Better prospect for 1937. Folder free. N.A.T.A.

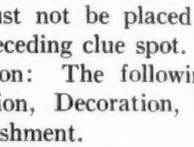
"Correspondent Agencies"
535 5th Ave., N. Y.
Hyde Bldg., Spokane, Wash.

etc. The first clue need not be in code so that each group will be alone when the first code clue is discovered. If the hunt is to be given indoors the code keys may be printed on a blackboard.

Hiding the clues: The clues should be arranged according to route for each group and numbered in this order. The name of the group for whom the clue is planned is printed clearly on the front of the clue. The clues should be checked carefully to be sure that the alphabet key to each code is on the first new code clue. The clue left at each clue spot must direct the group to the next clue. For instance, the clue directions to the basketball court must not be placed at the basketball court, but at the preceding clue spot.

Group Organization: The following committees are suggested: Invitation, Decoration, Reception, Entertainment, and Refreshment.

In the field of recreation this form of activity is most wholesome. Yes, let it be a Treasure Hunt!



Recreation in a Regional Plan

(*Continued from Page 284*)

mission and in cooperation with state organization in the measuring of our recreational assets. We have made a recreational map that shows our national parks and monuments, our national forests, our Indian reservations, and our game preserves. It isn't complete as yet, because it doesn't include all of the game refuges.

WHEN we develop, use, and enjoy the recreational facilities by wise and well-ordered plan, we do this for the boys and the girls of the Northwest, and for the men and women. We meet nature in all of her moods. If we fail to do so, we still meet nature, but we meet nature in her worst mood.

I want to submit to you that if we put ourselves under the yoke of modern civilization, poisoning our streams, poisoning our bodies, destroying our forests, reducing our lives to a dead, uninspired, monotonous level, we shall still confront nature's demands in the exhaustion of our nerves, in the intensifying of neurotic and mental disturbances, in the loss of the fullest ability to carry on with mental activities, and in the loss of that spiritual quality that must animate our lives.

I am reminded of the youth, Achaeus, whose mother was the earth, and who, when he fell to the earth, rose up stronger because his mother sustained him. He could only be conquered by being lifted away from the earth and throttled.

We have too great a tendency to get away from the earth, the mother of us all. We lose not only the substantial and material things, but those intangible almost electric currents that flow from direct contact with the soil.

Nature will not be denied. If we don't place ourselves in harmony with nature, nature will cast us down as unfit. If we want the abundant life, we can have it out here in the Pacific Northwest, where there are at least two acres of fun for every acre of work.

I want to call your attention to something that the President of the United States said here in 1934:

In this northwestern section of our land we still have the opening and the opportunity for a vastly increased population. There are many sections of the country, as you know, where conditions are crowded. There are many sections of the country where land has run out or has been put to the wrong kind of use. And yet, America is growing—Out here you have got not just space, but you have got *space that can be used by human beings—a wonderful land of opportunity, land already peopled by Americans who know whither America is bound, people who are thinking about advantages to mankind, good education, some play, and above all, the chances for security, the chance to lead our lives without wondering what is going to happen to us tomorrow.*

I want to commend the employment to which you, as physical educators, have dedicated yourselves. I want to profess my profound appreciation of the great business of teaching and of education in general. It seems to me that you share a great privilege and responsibility with the home and the church. You are building from the materials that are human, the structures that are eternal.

(E.N. Interesting maps showing State and National parks, forests, and game preserves have been prepared by the Pacific Northwest Regional Planning Commission).

It Can Happen Here

(*Continued from Page 295*)

physical education classes, intramural athletics, and interschool athletics. The girls do not participate in interscholastic athletic competition except in the form of an annual playday, at which they act as hostesses to schools in the surrounding communities.

The intramural program is an extensive one including basketball, baseball, soccer, tennis, track, and archery for the girls, with the addition of handball to the above list for the boys. Boys participating in the interscholastic athletic program are required to pass a physical examination before being permitted to play in any contests.

The fact that it is a "Township" school means that a large number of the pupils have to eat their lunch away from home. To care for this a well equipped cafeteria serves hot food and milk, and in the lower grades a mid-morning lunch.

Superintendent J. B. Shambaugh, who is responsible for this ideal setup has also coordinated the summer playground with the school program by having the elaborate school facilities used as a summer playground, financed by the Board of Education and with the school district's physical directors, Mr. Marshall Evans and Miss Edna Jaggard, as playground directors.

TERRELL STEEL LOCKERS

Practical
Popular
Economical

Featured by
Pre-Locking Device
New Safety Handle
Enclosed Latch-Bar
Silent Operation

Terrell Lockers are built to withstand hard use.

Complete equipment for the locker-room — lockers, steel shelving, benches, wire baskets, etc.

Write for Locker Catalog

METAL OFFICE FURNITURE COMPANY
Terrell Locker Division
Grand Rapids Michigan

HEALTH DIGEST

A pocket-sized monthly magazine of crisply condensed articles (many translated) from leading world magazines.
The Subject of Health Made Palatable
By the copy 25c; buy the year $3
Teachers may enjoy special rates by subscribing in groups. Yearly rate half price in groups of ten. *Write for details.*
139 East 36th Street
New York City

PERRY-MANSFIELD CAMPS
School of the Dance and Theatre Arts
Steamboat Springs, Colorado
1937 Staff includes
DORIS HUMPHREY
for the month of August
WALLACE DOW (Dalcroze) **ALIX Y. MARUCHESS** (Ensemble)
Dance Drama Stage Production Art Music
Horseback riding, swimming, tennis. Trips to canyons, timberline lakes, peaks.
Charlotte Perry, Portia Mansfield, Directors, Rye, N.Y.

EDUCATIONAL SERVICE BUREAU FOR CAMPS
551 Fifth Ave. New York City
80 Boylston St. Boston, Mass.
Administrators, counselors, physicians, nurses, and dietitians placed in educationally desirable camps. Only applications of specifically trained men and women accepted. Register now. General camp information. Parents Advisory Service. Bibliographies.
M. Claire Sawyer, A.M.
Director

New Books Received

Complete book reviews are contained in the RESEARCH QUARTERLY

Tap It. Shiela O'Gara. (New York: A. S. Barnes and Co., 1937). 88 pages, Spiral Binding, $2.00; Cloth, $2.50.

A number of delightful new tap dances complete with music and detailed directions are included in this book. The clever sketches interspersed with the directions add to the attractiveness of this publication. A brief introduction explains the counting system used and defines the various terms for fundamental steps.

An Activity Program in Health Education for Intermediate Schools. V. S. Blanchard and Laurentine B. Collins. (Detroit: Department of Statistics and Publications, Board of Education, Publication 109, 1937). 257 pages. $2.00.

The health education instructors in the intermediate schools of Detroit have collaborated in an excellent compilation of material for the program in these schools. Units on each of the numerous activities suitable for this age level are divided into specific objectives, activities, suggested teaching procedures, outcomes, and tests. Numerous illustrations and diagrams add to the attractiveness and practical value of the publication. A wealth of material on organization, class administration, grading devices, and suggested blanks and forms is included. There is also a comprehensive bibliography.

Twelve Festival and Dance Programs. Margery Coe Hawley and Mary Kate Miller. (Published by the authors, Chickasha, Oklahoma, 1937). 54 pages, mimeographed, illustrated. $1.50.

The Christmas and Spring Festivals presented by the Students of Oklahoma College for Women have achieved a well-deserved reputation for originality and charm. The instructors responsible for these productions have now assembled in book form descriptions and directions for a number of festivals with varying themes. This practical material will be helpful to every instructor with an exhibition to plan, as the programs are adaptable enough to provide ideas and inspiration for use in any situation.

Physiological Hygiene. Cleveland Pendleton Hickman, Ph.D. (New York: Prentice-Hall, Inc., 1937). 493 pages. $3.25.

Dr. Hickman here presents a very thorough textbook for students of health and hygiene, working on the principle that students want to know the basic reasons for cultivating good health behavior rather than to be given mere statements of what should be done. An extensive Appendix and Glossary add much useful, practical information.

Diabetes, A Modern Manual. Anthony M. Sindoni, Jr. (New York: Whittlesey House, 1937). 240 pages, $2.00.

Dr. Sindoni has had extensive experience in the treatment of diabetes and has included in this volume the most up-to-date findings on it. The book is chiefly addressed to the diabetic patient and gives in simple terms the basic information about the disease, its cause, and the various aspects of its treatment with emphasis on the control of the diet and on the use of insulin and the new protamine zinc insulin.

Costumes for the Dance. Betty Joiner. (New York: A. S. Barnes and Co., 1937). 82 pages, 54 illustrations. $2.75.

Miss Joiner has had extensive and valuable experience in developing costumes for modern dance productions. Her suggestions on the design and construction of costumes are both artistic and practical. Vivid action sketches and patterns carefully drawn to scale will provide concrete assistance for all those who have dance costumes to plan.

The Circus Comes to School. Averil Tibbels. (New York: A. S. Barnes and Co., 1937). 242 pages. $2.50.

Every elementary school child loves a circus, and physical education instructors have always found the school circus a valuable project for teaching stunts and other activities and for correlating the work of their classes with the activities of the rest of the school curriculum. The author of this book has given it the subtitle, "A Plan Whereby the Circus Becomes Recreational and Educational," and has included many practical hints on the planning of a school circus with the maximum of participation and enjoyment for pupils and the minimum of expense.

INDEX TO ADVERTISERS

MANUFACTURERS

American Wire Form Co. 337
Tom Broderick Co. 320
Clay-Adams Co. 332
Craft Archery Co. 336
C. B. Dolge Co. 319
Eastman Kodak Stores, Inc. 331
Everson Manufacturing Co. 337
P. Goldsmith Sons, Inc. 335
Gulf Oil Corporation ..... Cover II
Kaspar Wire Works 336
Kewaunee Manufacturing Co. 331
Metal Office Furniture Co. 339
E. R. Moore Co. 333
Narragansett Machine Co. 322
J. E. Porter Corporation 321
Potter and Macquarrie 334
Solvay Sales Corporation 323

PUBLISHERS

Ann Arbor Press 338
A. S. Barnes and Co. 308-309
Dance Magazine 334
Health Digest 339
Lea and Febiger 278
Physical Education, Health and Recreation Digest 336
Rand McNally and Co. 278
Women's Athletic Section, A.P.E.A. ..... Cover IV

SCHOOLS AND COLLEGES

Arnold College 338
Bouvé-Boston School of Physical Education ..... Cover IV
Panzer College 337
Northwestern University Medical School 338
Russell Sage College 335
Sargent College of Boston University 333
Savage School for Physical Education ..... Cover IV
Springfield College ..... Cover IV
Wellesley College ..... Cover IV

SUMMER SCHOOLS, CAMPS, STUDY TOURS

Academy of Allied Arts ..... Cover III
Bennington School of the Dance ..... Cover III
Chalif Normal School of Dancing 329
Educational Service Bureau for Camps 339
Hanya Holm Studio 329
Emily Hewlett School of the Dance 334
Noyes Camp 338
The Pennsylvania State College 331
Perry-Mansfield Camps 339
Springfield College 278
University of Michigan 337

TEACHERS AGENCIES

Albert Teachers Agency 339
Fisk Teachers Agency 334
Rocky Mountain Teachers Agency 336

HOTELS

Auditorium Hotel ..... Cover IV